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ABSTRACT

One of 11 guides intended for use at the junior high school level of career exploration, the document identifies job families within the business and office occupations cluster, identifies occupations within each family, and gives suggestions for possible classroom experiences, references, and evaluations, as well as supportive materials. The guide presents five aspects of business and office occupations: (1) a definition of the cluster, (2) exploration of the cluster, (3) trends and outlook for the cluster, (4) opportunities for training in the cluster, and (5) relation of self to the cluster. Each unit specifies unit purpose and objectives and includes an outline of unit content, teaching-learning activities, evaluation techniques, and suggested resources. Related instructional materials include reference lists, charts, transparency masters, sample forms, tests, and classroom activities. The appendix contains a description of two teacher developed model office projects, one in home economics careers and the other in business and office careers. Additional classroom materials are also included. (MW)

ED 098 421

EXPLORING CAREERS
IN
BUSINESS AND OFFICE :
A GUIDE FOR TEACHERS

Prepared by

Martha Keeton

Curriculum Specialist

July 1974

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PREFACE

Career education may be described as a program of systematic educational experiences which prepares students for economic independence and personal fulfillment. Such a program should focus on the development of knowledge, general and specific abilities, and the awareness of the values of a work-oriented society; assisting all individuals--at all educational levels and ages--to interact with the economic sector.

Career education includes vocational training, but it is more than this. It aims toward developing the total individual; i.e. an individual able to perform all of his life roles with the skill, knowledge, and understanding necessary for success in all of these roles. It aims at developing the self-motivating and self-fulfilled individual who is a constructive force in the maintenance and improvement of the social body of which he is a part.

To meet the needs of individuals of all educational levels and ages, five phases of career education need to be implemented: awareness, orientation, exploration, preparation, and adult and continuing education.

Career awareness, emphasized early in the career development program, is to lead the individual in developing certain fundamental attitudes toward himself, toward other people, and toward work. Career orientation and exploration--emphasized in the middle school years--provides appropriate educational experiences which enable the individual to become familiar with the economic system and which allow the individual to explore various occupational clusters, to obtain initial work experience, and to integrate work values into his personal value system. The career exploration phase places equal emphasis on exploration of specific occupational clusters and on the relevancy of academic subject matter to career goals. During the preparation phase, which may begin at grade ten or later, the individual narrows his choices of careers and prepares to enter the labor market or to continue his education. The purposes of adult and continuing education are to assist in the individual's advancement and to aid adults in discovering, analyzing, and preparing for new careers.

Accepting the philosophy underlying career education probably means change for the educator and the educational system; it certainly means additional planning and organizing. Adopting this new concept could mean adding totally new programs, changing present programs, training new personnel, and/or developing new courses of study.

To say that education must change is one thing; implementing that change is something else. This guide, "Exploring Careers in Business and Office" is one of eleven such guides (including "Orientation to the World of Work," an introduction to all the guides) which can be used as a resource for teachers in implementing the exploration phase of career education in the middle/junior high school.

The following are suggestions for implementing this guide:

(1) It can be used as one of the eleven guides as resource material for a series of mini-courses or activity courses, each dealing with a separate occupational area or cluster.

(2) It can be used as a resource to integrate career exploration activities into the existing curriculum.

In either option, this career exploration cluster guide can provide a valuable resource for student exploration of the business and office cluster.

INTRODUCTION

Students are asking, "What is it like 'out there' in today's demanding fast-moving business world?" The purpose of this guide is to help provide realistic answers for students in the 7th, 8th and 9th grades. It serves as an aid to the classroom teacher in using and developing materials that will assist the student in matching his interests and abilities against other careers--should he further explore business and office occupations or should he consider choosing another area of interest for exploration?

It is intended that these materials may be applied in various teaching situations: integrated into relevant subject matter--both general and business education, adapted to model office settings, taught as a separate business careers course, or become one of a block of several career courses.

This guide has been structured to present five aspects of the Business and Office Cluster: definition of the cluster, exploration of the cluster, trends and outlook for the cluster, opportunities for training in the cluster, relation of "self" to the cluster. Each of these aspects has been developed as a unit. Each unit has been specified as follows:

1. Each unit contains a unit purpose which emphasizes the rationale of the unit.
2. Each unit purpose is supported by one or more student performance objectives which serve as student evaluation instruments.
3. Each performance objective is supported by the following:
    a. Content--information for teacher use
    b. Suggested teaching-learning activities--learning experiences

which help the student meet the requirements specified by the objective

   c. Suggested evaluation--criteria for measuring student performance

   d. Suggested references--titles of printed materials, audiovisual aids, free and inexpensive materials, etc.

4. Each unit contains a supporting materials section which includes materials that relate to the teaching-learning activities.

The last section of the guide is an appendix which includes materials that do not directly relate to any one of the five units.

There is one item in the appendix section of the guide that may be of particular interest to a teacher of career education. This is a description of a model office project developed by two junior high school teachers, one in home economics careers and the other in business and office careers. The project can serve two purposes: (1) lend meaning to the learnings and concepts presented in the classroom and (2) fill a six-weeks time gap.

This guide attempts to break down the structure of the Business and Office Cluster in a way that it becomes manageable for a teacher who may not feel adequately prepared in this area. It identifies the job families within the cluster, identifies occupations within each family, and gives examples of possible classroom experiences, references, and evaluations which could be used in the orientation and exploration phase of career education.

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SUGGESTIONS FOR INTRODUCING THE BUSINESS AND OFFICE CLUSTER

A. Ask a question: "What's it like 'out there' in today's fast-moving, demanding business world?"

B. Make a statement and ask the students what it means to them: "Today may be the first day of the rest of your life."

C. Role play a situation: Dress a student as a gypsy and have him foretell the future of other students.

D. Show a movie giving a general overview of office life: "Is a Career in Clerical Work for You?" (Color; 16 minutes; accompanied by teaching brochure; rental; AIMS Instructional Media Services, Inc., P. O. Box 10, Hollywood, California 90028) Takes a close-up look at workers and their work in 14 clerical occupations. Designed to inform and motivate young people primarily in grades 7 through 12.

E. Make a tape recording of office sounds and challenge the class to identify some of them! Sounds which can be recorded are typewriters going close and in the background; telephone ringing at random throughout the tape; people talking--the office discussion; machines operating.

UNIT ONE

DEFINITION OF THE BUSINESS
AND
OFFICE CLUSTER

UNIT PURPOSE: To define the role of the office in the World of Work.

PERFORMANCE OBJECTIVES: The student will be able to

I. Identify services provided by the office.

II. Identify kinds of organizations where the office provides its services.

III. Describe the principal function of each of the five job families.

I. The student will be able to identify services provided by the office.

Note: The important point to emphasize here is that office workers are mainly concerned with paper work of the business. They perform activities necessary to keep the business running smoothly.

A. Suggested Content

1. Purpose of the office

a. Functions as a service career as opposed to technical and professional careers

(1) Service careers
--opposed to production and repair of things
--work with people more than with things
--about seventy careers in this area. Examples are - clerical worker, policeman, salesman, beauty operator, dental assistant.

(2) Technical careers
--build and repair things
--deal with manufacturing, building, designing, repair, agriculture
--30% of all careers found in this area. Examples are - automobile mechanic, electrician, plumber, draftsman.

(3) Professional careers
--highest career peaks
--personal and financial rewards
--over seventy careers in this area. Examples are - doctor, engineer, business executive.

b. Performs services for business

(1) Handles business information

(a) Gathers and records business information
(b) Files and retrieves business information
(c) Communicates business information

B. Suggested Teaching-Learning Activities

1. Have the students make a list of some local businesses.

a. Classify them according to their principal function: producer (raw materials and manufacturing); distributor (wholesaling and retailing); or services (legal, medical, etc.)

b. Name kinds of information producers and distributors must exchange in order to carry on business efficiently; kinds of information distributors and consumers must exchange in order to carry on business efficiently; kinds of information services and consumers must exchange in order to work together effectively.

2. Have the students discuss the concepts presented in "The Office Serves Business" which appears on Page 19. Emphasize office functions as "services" as opposed to "goods."

3. Ask the students to bring to class business forms (sales slips, monthly statements, receipts, purchase orders, invoices, interoffice memos, etc.). Identify what information was handled by the office and indicate why the information was necessary.

4. Have the students view "The Office Handles Business Information" which appears on Page 20. Ask them to name some activities that relate to each topic.

5. Have a class discussion on information the students, or someone they know, have received from or given to a business office.

6. Help the students plan and prepare attractive displays.

   a. A bulletin board display:

   Make snapshots of local businesses. Arrange the pictures according to producer, distributor, service. Link the pictures with forms the business is likely to use or with something having to do with an office such as brochures and pamphlets or small office equipment such as a stapler.

   b. An interesting design:

   Duplicate several copies of the cluster symbol which appears on Page 21 . Cut out the symbols and paste them in unusual and interesting designs on poster board.

C. Suggested Evaluation

Provide the students with a list of 25 services offered by various kinds of organizations. Include services of offices, doctors, lawyers, utility companies, churches, etc. Below is a sample list.

--Defend someone in court
--X-ray a sick person
--Repair a broken bone
--Prescribe medicine
--Read a light meter
--Prepare a weekly payroll
--File a patient's records
--Repair a telephone cable
--Help someone in trouble
--Take a telephone message
--Mail statements at the end of the month
--Order supplies

Arrange the services in alphabetical order. Have the students identify those services provided by the office. Base the evaluation on the correct number of services identified.

D. Suggested Resources

1. Books

   a. A Career in the Modern Office: Opportunities in Today's Office, pp. 23-26.

   b. Exploratory Business, p. 33.

   c. Occupational Outlook Handbook, 1972-73 Edition, p. 283.

2. Film

   a. "The Business Office: Making Things Happen"

II. The student will be able to identify kinds of organizations in which the office provides its services.

Note: The point here is that offices are necessary in almost every segment of our economic system.

A. Suggested Content

1. Kinds of organizations in which the office functions

    a. Businesses such as insurance and real estate companies
    b. Banks
    c. Manufacturing companies
    d. Utility companies
    e. Wholesale and retail stores
    f. Government agencies
    g. Schools and colleges
    h. Mining companies
    i. Construction companies
    j. Transportation and communications companies
    k. Services such as lawyers, doctors, hospitals

B. Suggested Teaching-Learning Activities

1. Duplicate and distribute "Places in which the Office Functions" which appears on Page 22.

2. Have the students make a list of local businesses.

    a. Relate each business to one of the classifications which appears on "Places in which the Office Functions."
    b. Place an asterisk by those organizations which have offices.
    c. Share with the class any unusual experience encountered in one of those offices.

3. Have the students make an attractive display of business stationery or forms that bear the name of local businesses.

4. Ask the students to view television programs and advertisements for one night.

    a. List names of those which have office settings.
    b. Indicate which business classification is involved.
    c. Tell what kind of information is specified.

5. Let the class play the game "Can You Guess Where?" (The purpose of the game is to emphasize that the office is a necessary part of business "across the board.") The procedure is given on the following page.

--Refer to the duplicated list "Places in which the Office Functions." Choose five of the group that relate more closely to the local business community.

--The class forms five teams. Each team chooses one of the business classifications.

--Each team appoints a General Office Clerk. The team members describe and the Clerk records one or more features of a local business that falls into the proper classification. Some of the features can be the building, equipment used, product or service, personnel, or customers.

--The General Office Clerks take turns presenting orally their teams' descriptions. The other four teams try to guess the specific name of the local business.

--The team who guesses the right name first receives one point. The team that makes the most points wins.

6. Suggest that the students make a poster or bulletin board display entitled "Offices Are Everywhere." Place a picture of an office in the center. Around the office place pictures or printed names of some of the business localities in the community.

C. Suggested Evaluation

Prepare a list of the names of local businesses which have offices. Have the students classify each business according to its kind of organization. Use the "Places in which the Office Functions" to identify the broad classifications. Base the evaluation on the number of businesses classified correctly.

D. Suggested Resources

1. Books
   - a. Exploratory Business
   - b. Occupational Outlook Handbook, 1972-73 Edition.

III. The student will be able to describe the function of each of the five job families.

Note: There are five job families in the office structure. These are called "families" because the jobs which compose each family are related by interests or skills or both. Help the student discover interests and skills of each family; then he should be able to describe its function.

A. Suggested Content

1. Structure of the office

a. Job Families*

(1) SECRETARIAL-STENOGRAPHIC

(a) Related interests--correspondence, reports, and telephone
Related skills--shorthand and typing

(b) Job titles (listed from the highest level to the lowest level)

--Executive Secretary
--Legal Secretary
--Medical Secretary
--Technical Secretary
--General Secretary
--Stenographer

(2) CLERICAL-MACHINE OPERATOR

(a) Related interests--business forms and business machines
Related skills--sorting, filing, operating machines, handling money

(b) Job titles

--General Office Clerk
--Teller
--Transcribing Machine Operator
--Receptionist
--Typist
--Clerk

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*Job Titles are taken from Education for Office Careers, Tennessee Department of Education, Division of Vocational-Technical Education, by permission.

(3) BOOKKEEPING-ACCOUNTING

(a) Related interests--financial records and office machines
Related skills--mathematics, operating calculating and bookkeeping machines

(b) Job titles

--Accounting Clerk
--Bookkeeper
--Accounts Receivable/Payable Bookkeeper
--Payroll Clerk
--Accounts Receivable/Payable Clerk
--Billing Machine/Bookkeeping Machine Operator

(4) DATA PROCESSING

(a) Related interests--data and computers
Related skills--recording, classifying, sorting, calculating, summarizing, communicating, and storing data; operating computers.

(b) Job titles

--Programmer-Clerical
--Digital Computer Operator
--Assistant Digital Computer Operator
--Data Control Clerk
--Data Typist
--Key Punch Operator
--Tape Librarian

(5) SUPERVISORY-MANAGEMENT

(a) Related interests--planning and supervision

(b) Job titles

--Business Owner
--Personnel Manager
--Office Manager
--Employment Interviewer

B. Suggested Teaching-Learning Activities

1. Duplicate and distribute the lists of job families which appear on Pages 23-28.

2. Have the students view the Family Portraits found on Pages 29-33.

   a. Describe activities portrayed in each portrait.
   b. Match the Family Portrait with the job family list.

3. Let the students have fun with job family names and job titles.

   a. Complete the Word Madness exercise on Page 34.
   b. Unscramble the Family Picture Puzzles on Page 35.
   c. Make original word puzzles. Look through newspapers and magazines. Cut out letters that spell the name of a job family or a job title. Paste the letters randomly on a sheet of paper. Exchange puzzles, figure out the words, and write them at the bottom of the page.

4. Help the class plan and make a Family Affair Center.

   a. Letter name cards for each job family and arrange them in an appropriate place in the classroom.

   b. Under each name card place pictures or literature which relate to the family name:

      —Clippings from newspaper Help Wanted ads
      —Newspaper or magazine articles relating to office activities
      —Pictures depicting office activities
      —Actual business forms

5. Have the students determine the similar interests and skills of each job family.

   a. Begin a dictionary of clerical terms. Give it a catchy title such as "It Pays to Increase Your Word Power," or "Mania for Words." Write the meaning of these terms:

      dictation
      transcribe
      proofread
      duplicate
      file
      rough draft
      stencil
      data

   b. Read the job description for each job title found in the "Family Tree" booklet which appears on Pages 47-82.

   c. Complete the Job Family Task Sheets on Pages 37-42.

   d. List the tasks performed most frequently by each family.

e. Form buzz groups, one for each job family. Each group may discuss and compare lists and then make a master list. Report orally in class on "The Similarities of _______________ Family."

6. Have the students determine the purpose of each job family.

   a. Complete "Decode These Messages" which appears on Pages 43-44 . Share and compare each message with classmates.

   b. Write a paragraph explaining the meaning of the message in terms of the office.

7. Help the students plan and make attractive displays.

   a. Prepare a bulletin board display of career wheels. The family name may represent the hub; the job titles may represent the spokes; and key words of the function may represent the rim.

   b. Make an accordion poster. Cut five 11 x 14 inch pieces of poster board. On one board write JOB FAMILIES; on each of the remaining pieces write the name of one family. After the completion of all the pieces, tape them together with masking tape.

   c. Make an Office Family Tree.

   d. Complete the Business and Office Satellite on Page 45. Those who are talented may like to construct one from cardboard or wood.

C. Suggested Evaluation

Duplicate and distribute the exercise "Family Functions" on Page 46. Have the students complete the exercise and discuss their answers in class. Each student may evaluate his own work and make necessary corrections based on the class discussion.

D. Suggested Resources

"Family Tree" booklet on Pages 47-82.

SUPPORTIVE MATERIALS

FOR

UNIT ONE

REFERENCE LIST FOR UNIT ONE

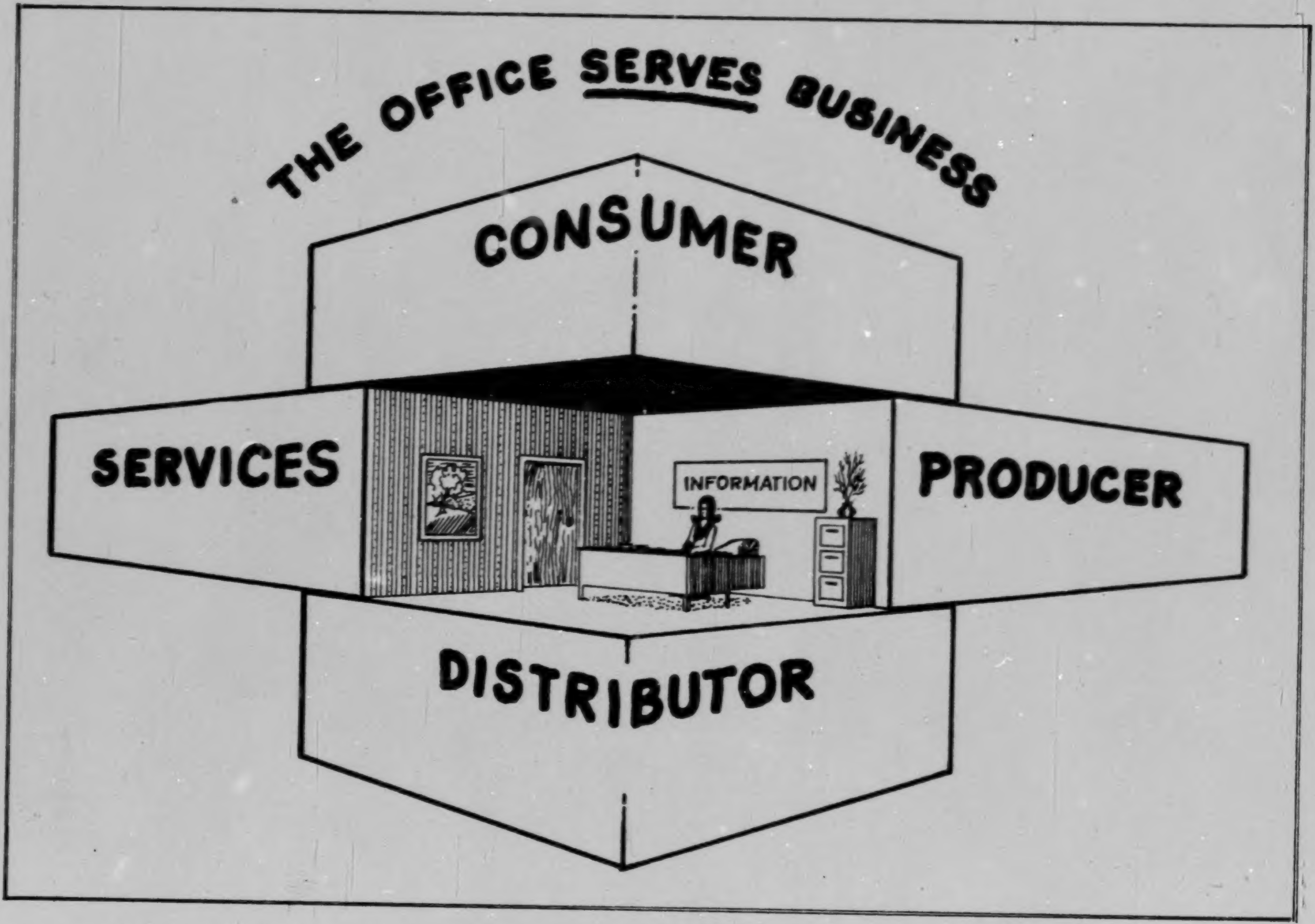
Books

1. A Career in the Modern Office: Opportunities in Today's Office by Phyllis Morrison, Gregg Division, McGraw-Hill Book Company.
2. Exploratory Business by Frank Dame, Arthur Patrick, and Robert Grubbs, McGraw-Hill Book Company.
3. Occupational Outlook Handbook, 1972-73 Edition, U.S. Department of Labor.

Film

1. "The Business Office: Making Things Happen" (Color, 10 minutes; designed for junior and senior high school). A group of students, while planning the prom, learn that behind every organized activity there is a business office. They employ the administrative functions of planning, budgeting, advertising, and decision making, as well as the clerical tasks of scheduling, recording, typing, and bookkeeping. Journal Films.

*Addresses of publishers and distributors can be found in the Appendix.


THE OFFICE SERVES BUSINESS
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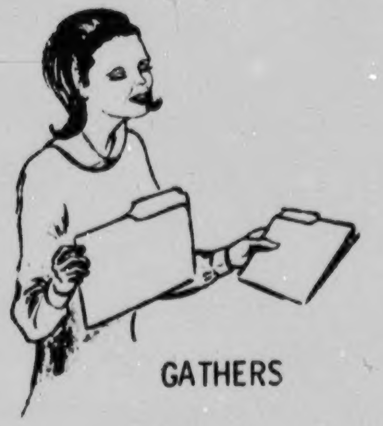

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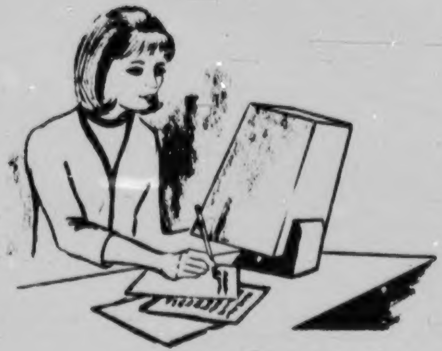

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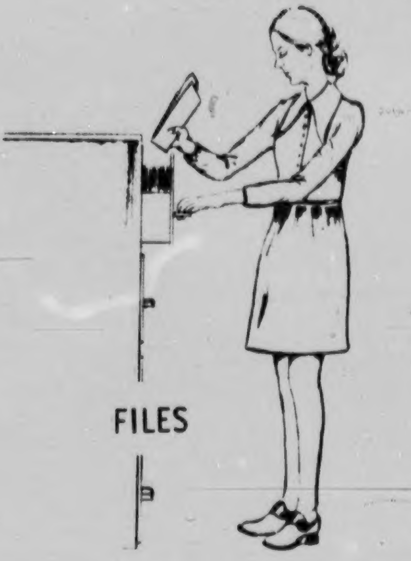

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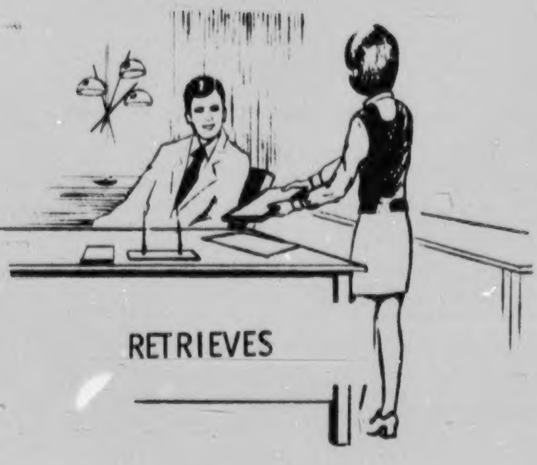

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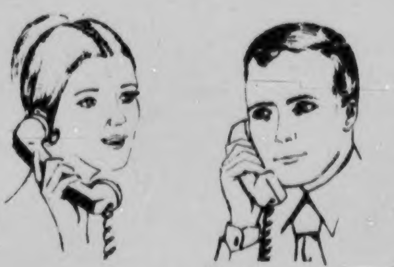

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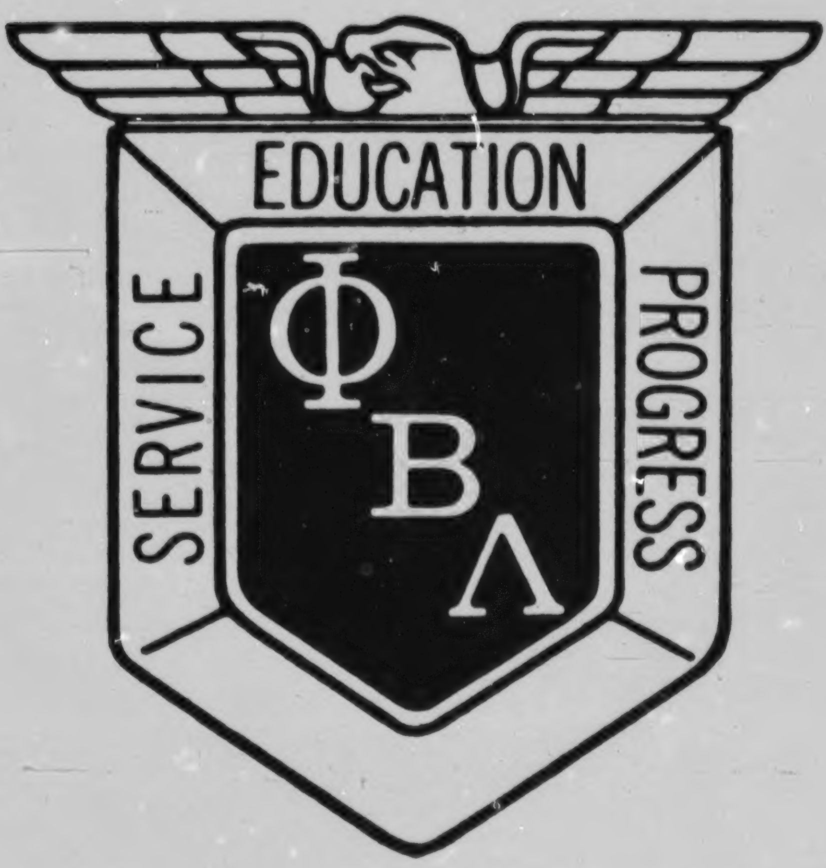
BUSINESS & OFFICE EDUCATION


EDUCATION
SERVICE
PROGRESS
ΦΒΛ

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PLACES IN WHICH THE OFFICE FUNCTIONS

Businesses such as Insurance and Real Estate Companies

Banks

Manufacturing Companies

Utility Companies

Wholesale and Retail Stores

Government Agencies

Schools and Colleges

Mining Companies

Construction Companies

Transportation and Communication Companies

Services such as Lawyers, Doctors, Hospitals

JOB FAMILIES

SECRETARIAL-STENOGRAPHIC

- Executive Secretary
- Legal Secretary
- Medical Secretary
- Technical Secretary
- General Secretary
- Stenographer

CLERICAL-MACHINE OPERATOR

General Office Clerk
Teller
Transcribing Machine Operator
Receptionist
Clerk-Typist
Typist
File Clerk

BOOKKEEPING-ACCOUNTING

Accounting Clerk
Bookkeeper
Accounts Receivable/Payable Bookkeeper
Payroll Clerk
Accounts Receivable/Payable Clerk
Billing Machine/Bookkeeping Machine Operator

DATA PROCESSING

Programmer-Clerical
Digital Computer Operator
Assistant Digital Computer Operator
Data Control Clerk
Data Typist
Key Punch Operator
Tape Librarian

SUPERVISORY-MANAGEMENT

Business Owner

Personnel Manager

Office Manager

Employment Interviewer

SECRETARIAL

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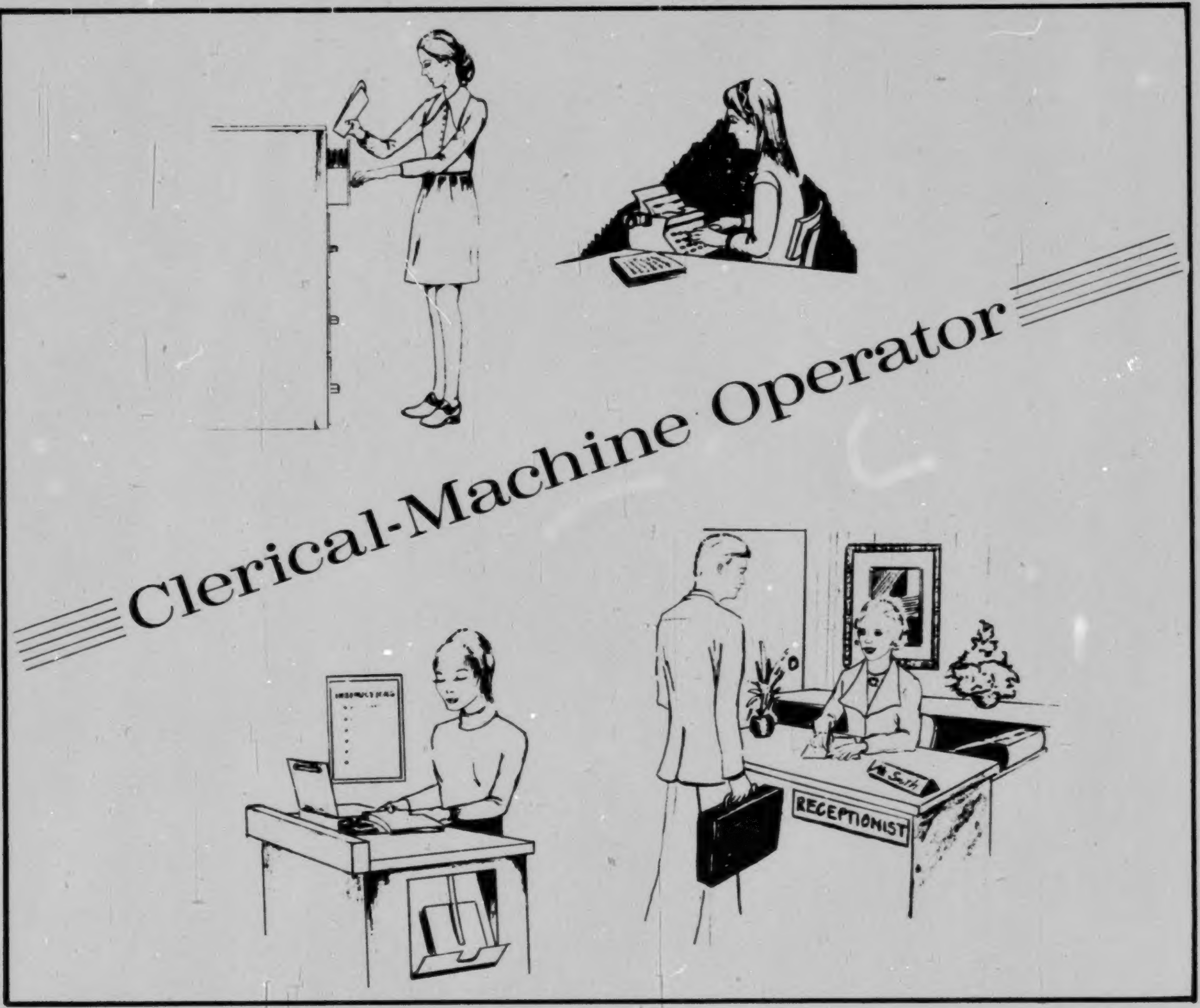
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Clerical-Machine Operator

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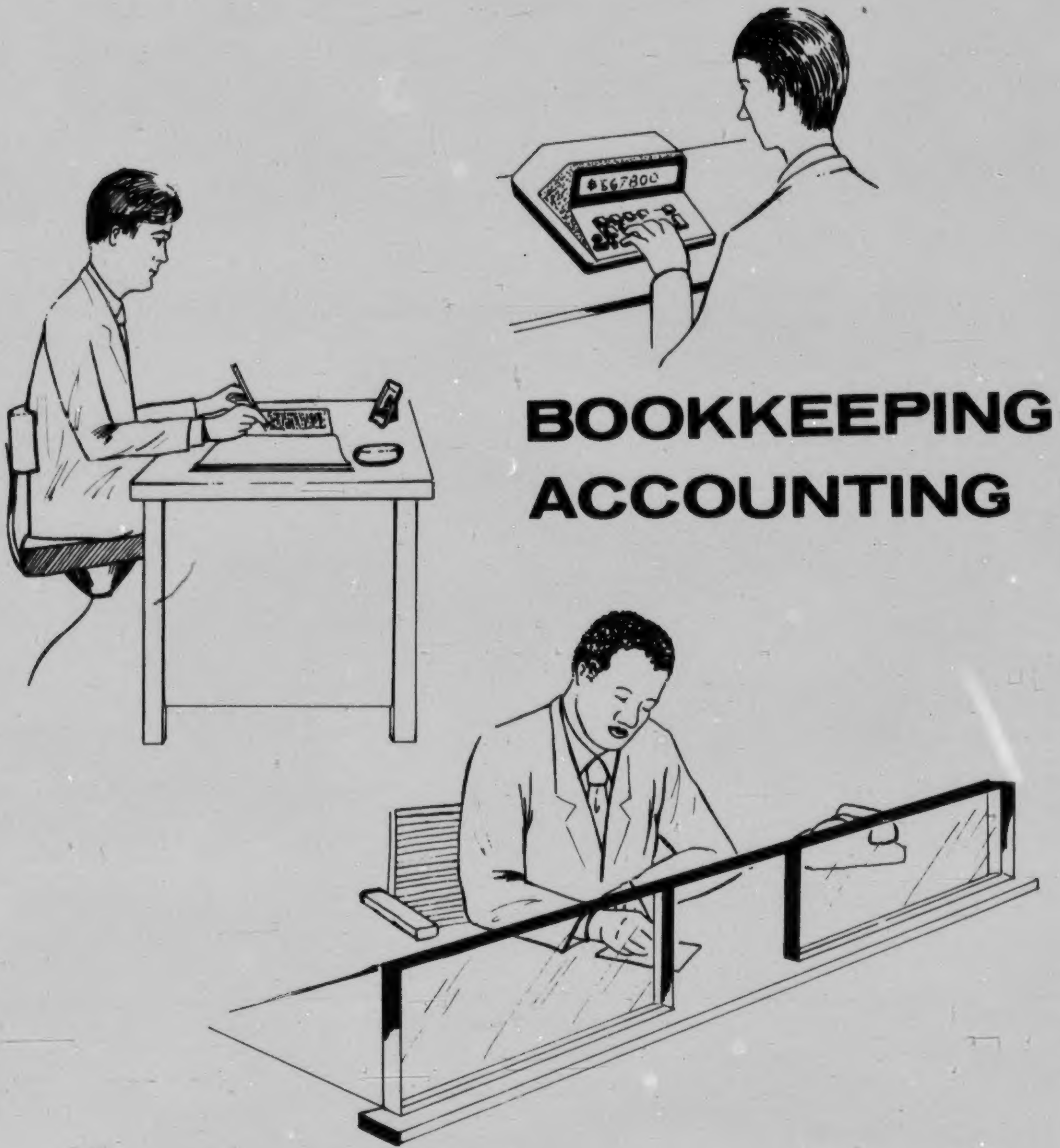

BOOKKEEPING
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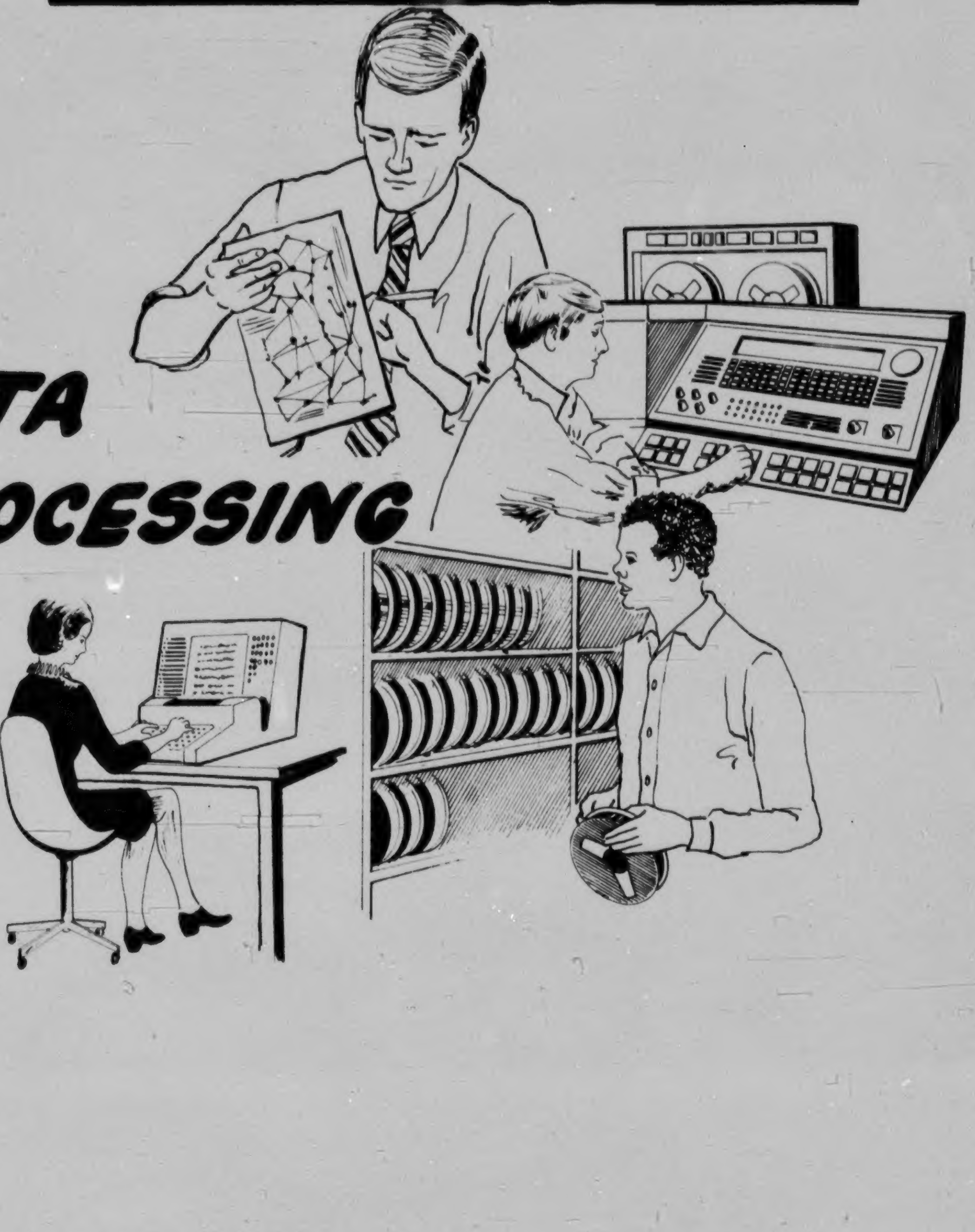
FAMILY PORTRAITS

DATA PROCESSING



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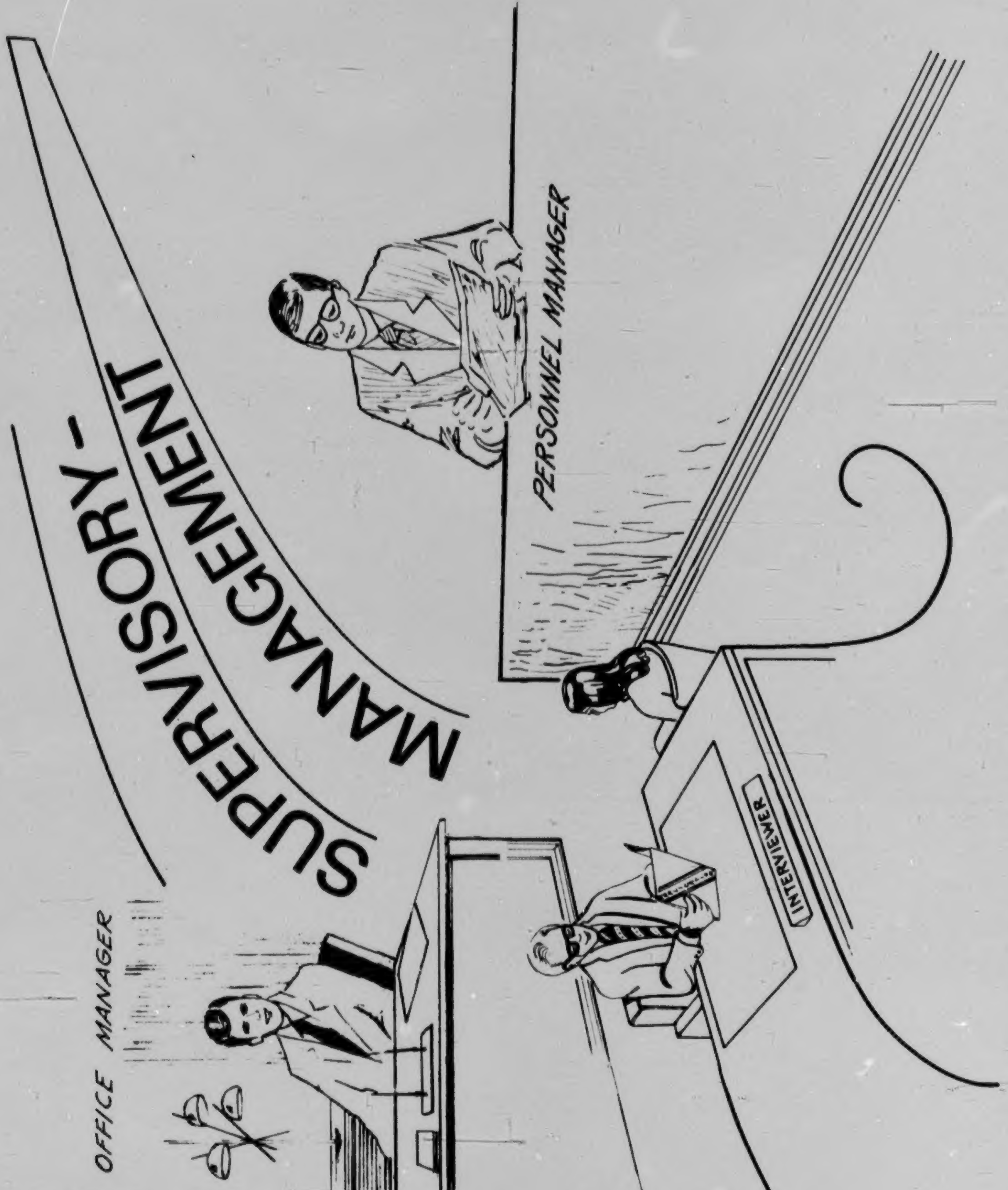
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INTERVIEWER

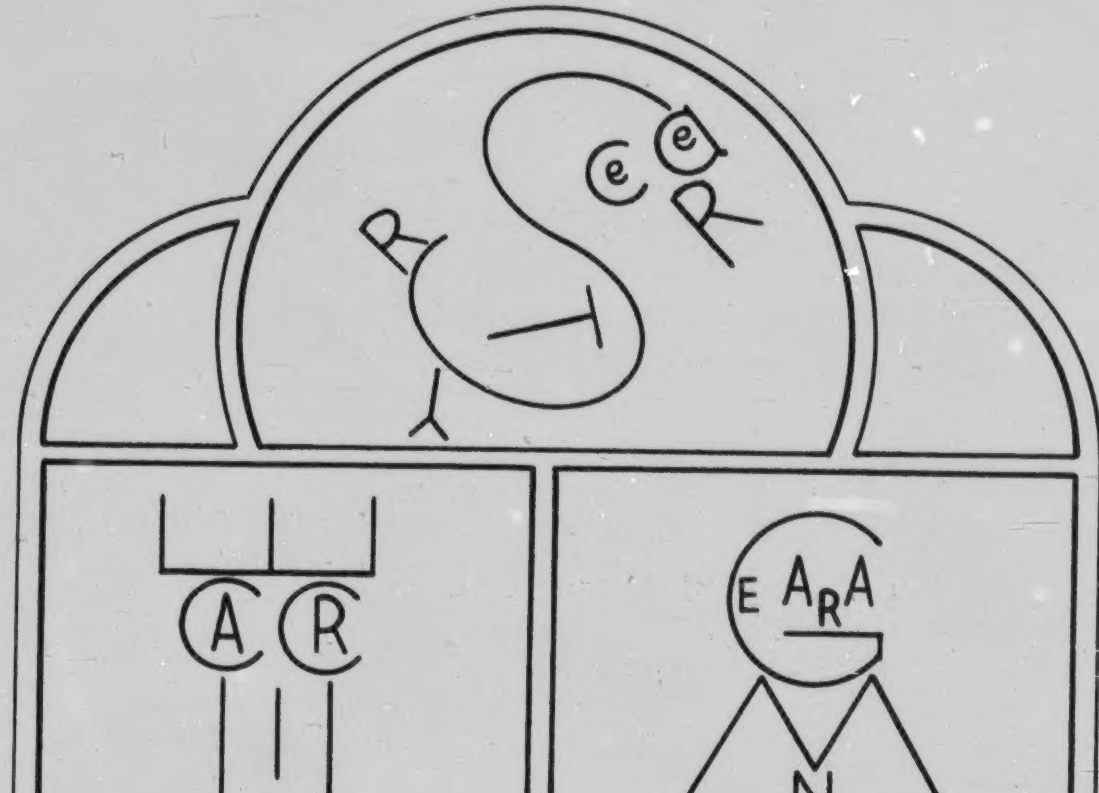
R. GILMORE, G. OWENS CURR. DEVE. CNTR. UK. P&Y-9

WORD MADNESS

DIRECTIONS: When a secretary takes shorthand, she writes the words exactly as they sound. These job families and job titles have been spelled the same way. Can you correct them? After you have completed this exercise, compare your spelling with the duplicated job family list.

1. Sekretrl-Stenografk ______________________________
    A. Legl Sekretre ______________________________
    B. Jenrl Sekretre ______________________________
2. Klerekl Machn Opratr ______________________________
    A. Ofes Klerk ______________________________
    B. Telr ______________________________
    C. Tipest ______________________________
    D. Fil Klerk ______________________________
3. Bukeping-Akaunting ______________________________
    A. Akaunting Klerk ______________________________
    B. Parol Klerk ______________________________
    C. Beling Machn-Bukeping Operatr ______________________________
4. Data Prosesing ______________________________
    A. Programr-Klerekl ______________________________
    B. Defetl Komputr Opratr ______________________________
    C. Data Kontrol Klerk ______________________________
    D. Ke Pnch Opratr ______________________________
5. Supervisry-Manajment ______________________________
    A. Prsnel Manajer ______________________________
    B. Ofes Manajer ______________________________
    C. Employment Interveuer ______________________________

FAMILY PICTURE PUZZLES



S R T Y R E E
C A R C L I L
G E A R A M N
N N N E E O O P U B B T I K G A G A
C A A D I S O S T G E P R N

Each puzzle contains the letters which spell the name of a job family. Can you unscramble all of them? (The answers are at the bottom of this page.)

secretary, clerical, manager, bookkeeping-accounting, data processing

RGILMORE CURR. DEVE. CNTR. UK 964-4

JOB FAMILY TASKS

INSTRUCTIONS: To complete these exercises

1. Refer to the list of 12 tasks that are performed by most office workers. These are included on Pages 37-42. (Note that there is a page for each job family.)

2. Refer to your Family Tree booklet. Review the job description for each worker included in a job family.

3. Identify specific tasks which are described in each job description. Place a checkmark by the related tasks which appear on the task sheet.

Example:

Job Title	Tasks
General Secretary	Dictation and transcription Typewriting Telephoning and communicating Filing

SECRETARIAL-STENOGRAPHIC

TASKS	TASKS PERFORMED	
	General Secretary	Stenographer
Typewriting		
Office Machines		
Dictation and Transcription		
Mailing		
Filing (sort, classify, place materials in file drawers, retrieve materials)		
Telephoning and Communicating		
Handling Money		
Mathematics		
Financial Recordkeeping		
Meeting and Working with People		
Coding, Verifying, Sorting Information		
Planning and Supervising		

CLERICAL-MACHINE OPERATOR

TASKS	TASKS PERFORMED						
	File Clerk	Typist	Clerk-Typist	Receptionist	Transcribing Machine Operator	Teller	General Office Clerk
Typewriting							
Office Machines							
Dictation and Transcription							
Mailing							
Filing (sort, classify, place materials in file drawers, retrieve materials)							
Telephoning and Communicating							
Handling Money							
Mathematics							
Financial Recordkeeping							
Meeting and Working with People							
Coding, Verifying, Sorting Information							
Planning and Supervising							

BOOKKEEPING-ACCOUNTING

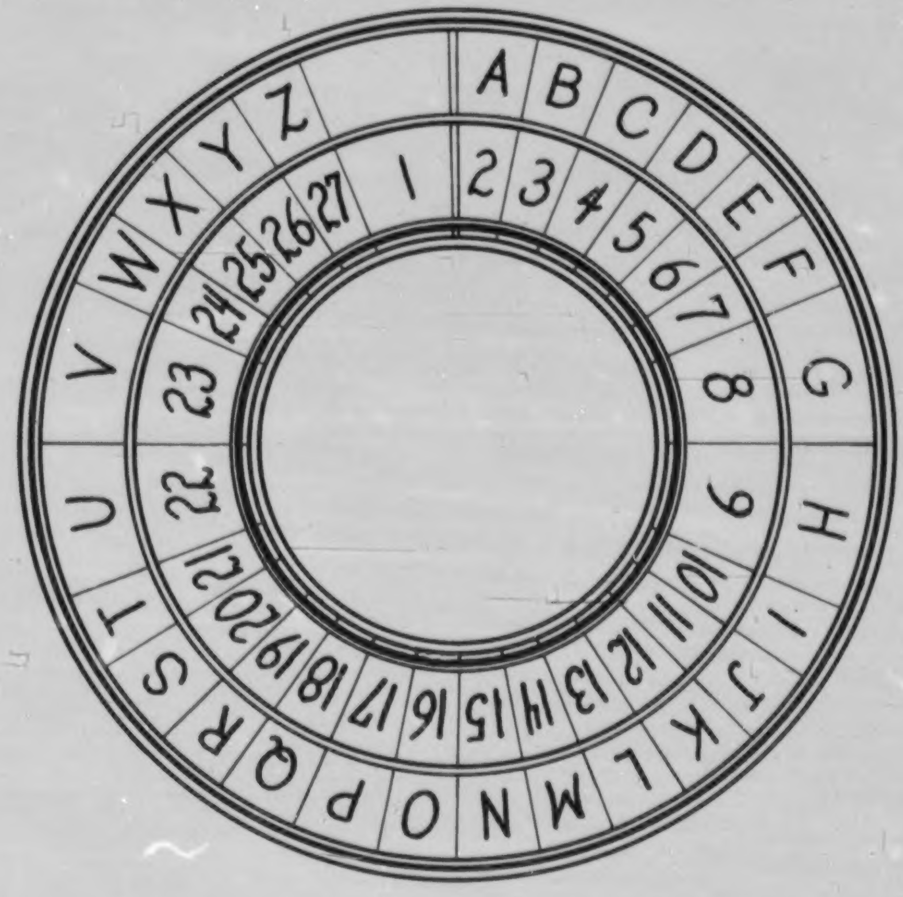
TASKS	TASKS PERFORMED					
	Accounting Clerk	Bookkeeper	Accounts Receivable/Payable Bookkeeper	Payroll Clerk	Accounts Receivable/Payable Clerk	Billing Machine/Bookkeeping Machine Operator
Typewriting						
Office Machines						
Dictation and Transcription						
Mailing						
Filing (sort, classify, place materials in file drawers, retrieve materials)						
Telephoning and Communicating						
Handling Money						
Mathematics						
Financial Recordkeeping						
Meeting and Working with People						
Coding, Verifying, Sorting Information						
Planning and Supervising						

DATA PROCESSING

TASKS	TASKS PERFORMED					
Typewriting						
Office Machines						
Dictation and Transcription						
Mailing						
Filing (sort, classify, place materials in file drawers, retrieve materials)						
Telephoning and Communicating						
Handling Money						
Mathematics						
Financial Recordkeeping						
Meeting and Working with People						
Coding, Verifying, Sorting Information						
Planning and Supervising						
	Key Punch Operator	Data Typist	Data Control Clerk	Assistant Digital Computer Operator	Digital Computer Operator	Programmer-Clerical

SUPERVISORY-MANAGEMENT

TASKS	TASKS PERFORMED		
	Employment Inverviewer	Office Manager	Personnel Manager
Typewriting			
Office Machines			
Dictation and Transcription			
Mailing			
Filing (sort, classify, place materials in file drawers, retrieve materials)			
Telephoning and Communicating			
Handling Money			
Mathematics			
Financial Recordkeeping			
Meeting and Working with People			
Coding, Verifying, Sorting Information			
Planning and Supervising			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DECODE THESE MESSAGES

Here are some messages written in numerical code. Break the code by using the code wheel.

2 14 2 15 2 8 6 19 17 13 2 15 20 2 15 5

_ _ _ _ _ _ _ _   _ _ _ _ _   _ _ _

5 10 19 6 4 21 20.

_ _ _ _ _ _ _.

R. GILMORE CURR. DEVE. CNTR. UK 964-10

4 13 6 19 10 4 2 13   9 2 15 5 13 6 20

___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___

3 22 20 10 15 6 20 20   7 16 19 14 20

___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___

20 6 4 19 6 21 2 19 26   9 2 15 5 13 6 20

___ ___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___

13 6 21 21 6 19 20.

___ ___ ___ ___ ___ ___ ___

5 2 21 2   17 19 16 4 6 20 20 10 15 8

___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

2 19 19 2 15 8 6 20   10 15 7 16 19 14 2 21 10 16 15.

___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.

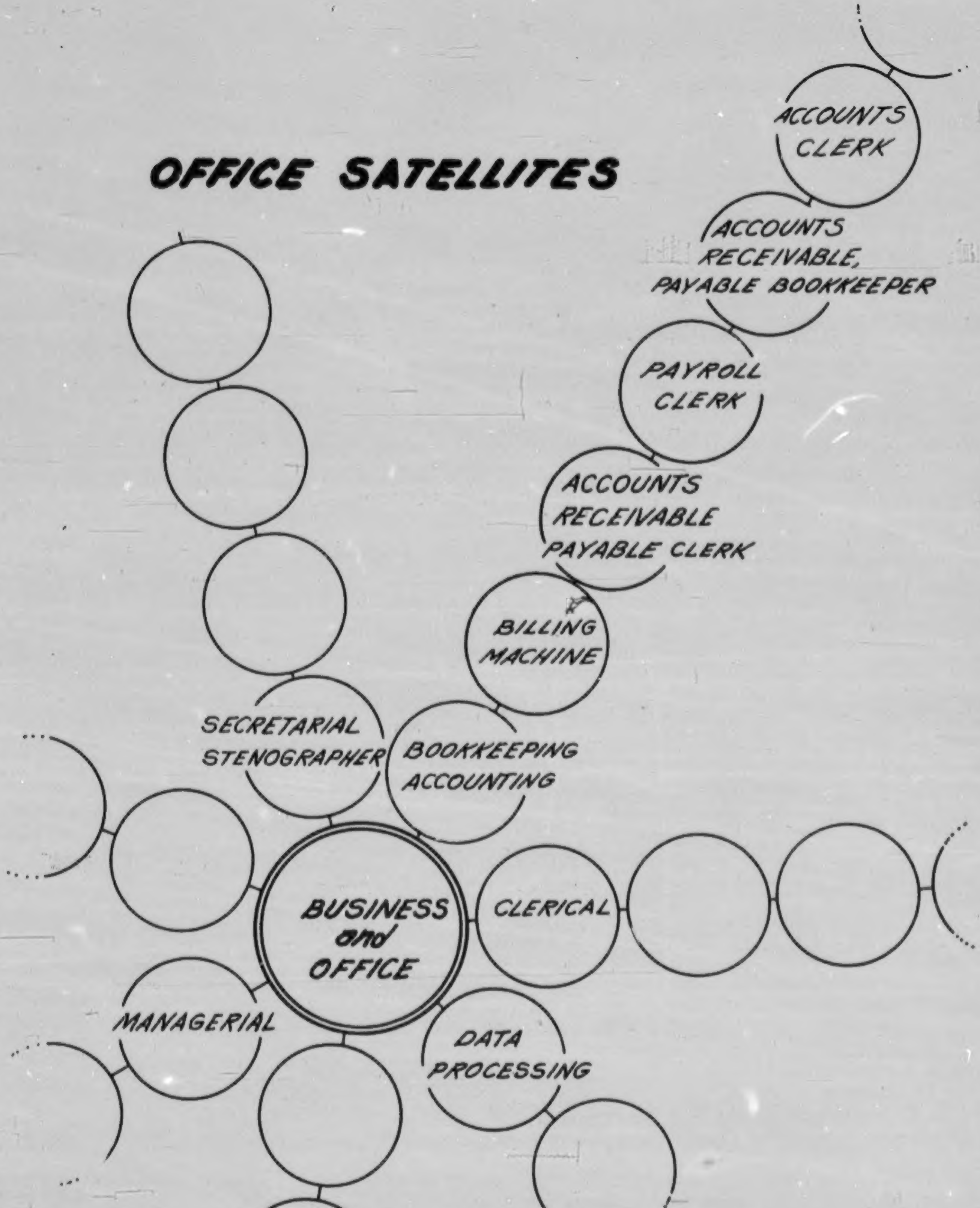
2 4 4 16 22 15 21 10 15 8   12 6 6 17 20

___ ___ ___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___

7 10 15 2 15 4 10 2 13   19 6 4 16 19 5 20

___ ___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___.

OFFICE SATELLITES


ACCOUNTS CLERK
ACCOUNTS RECEIVABLE, PAYABLE BOOKKEEPER
PAYROLL CLERK
ACCOUNTS RECEIVABLE PAYABLE CLERK
BILLING MACHINE
SECRETARIAL STENOGRAPHER
BOOKKEEPING ACCOUNTING
BUSINESS and OFFICE
CLERICAL
MANAGERIAL
DATA PROCESSING

FAMILY FUNCTIONS

INSTRUCTIONS: For this exercise use a data processing symbol for each family: Secretarial ◇ Clerical □ Accounting ⬠ Data Processing ▭ Managerial →

Each job family has a main function. The five functions are described below. See if you can place the correct symbol in front of its function.

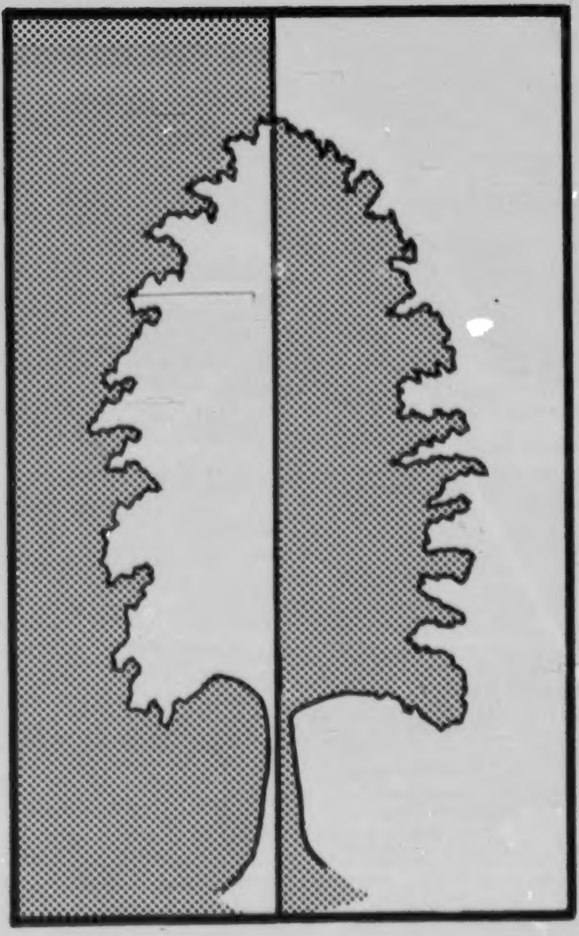
_____1. The workers in this job family keep a daily record of all financial business transactions. They also prepare statements showing whether the company made or lost money for a period of time.

_____2. The workers in this job family handle various business forms—bills, statements, receipts, and checks—that are necessary for carrying on the business. They usually process these forms by means of office machines.

_____3. The workers in this job family use computers to arrange or process information wherever the information is needed.

_____4. The members of this job family plan, direct, and supervise the activities of the business.

_____5. The members of this job family handle correspondence and reports by means of dictation and transcription. Using the telephone also plays a large role in carrying out the family function.



THE FAMILY TREE

47/48

To the Student:

Here is your booklet "The Family Tree." It is divided into five sections. Each section includes the family name and representative jobs that relate to that family.

The following information has been provided for each job: Job Title, Job Description, Personal Traits and Aptitudes, and Requirements for Job Entry.

To help you better understand the requirements for success for each job, a list of individual abilities and their meanings appear on the next page.

It is hoped that you will find this booklet helpful in completing many of the activities suggested by your teacher.

*Excerpts have been taken from "Education for Office Careers," Tennessee Department of Education, Division of Vocational Technical Education, Nashville, by permission.

INDIVIDUAL ABILITIES*

a. Verbal ability--understand meanings of words and ideas associated with them and use them effectively; present information and ideas clearly

b. Numerical ability--perform arithmetic operations quickly and accurately

c. Space ability--comprehend forms in space and understand relationships of plane and solid objects; frequently described as the ability to "visualize" objects of two or three dimensions

d. Form ability--make visual comparisons and see slight differences in shapes and shadings of figures and widths and lengths of lines

e. Clerical ability--observe detail in verbal or columnar material; observe differences in copy; proofread words and numbers and avoid errors in arithmetic

f. Motor ability--coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed

g. Finger dexterity--move the fingers and manipulate small objects with the fingers rapidly or accurately

h. Manual dexterity--move the hands easily and skillfully; work with the hands in placing and turning motions

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*Estimates of Worker Trait Requirements for 4,000 Jobs, Department of Labor, U.S. Government Printing Office, 1955.

SECRETARIAL-STENOGRAPHIC
FAMILY

GENERAL SECRETARY

D.O.T. 201.368

JOB DESCRIPTION

The general secretary performs all or many of the following duties: Takes dictation, using shorthand or machine notes, of correspondence, memoranda, reports, and other business material. Transcribes notes into mailable form. Types copy from corrected or handwritten notes. Composes correspondence of a routine nature for employer. Schedules appointments. Greets and screens visitors. Answers telephone and places local and long distance calls. Files and finds correspondence.

PERSONAL TRAITS AND APTITUDES

A pleasing personality, mature behavior, poise, and tact are highly important. Skill in typewriting and shorthand, accurate and well-organized work, and a thorough knowledge of English grammar are essential for success. Of equal importance is an understanding of office practices and of meeting and working with people.

REQUIREMENTS FOR JOB ENTRY

The basic requirements for entry into a secretarial position are graduation from high school and a thorough knowledge of office skills. Some positions require training beyond high school and some previous experience, but some do not. It is not uncommon to move from stenography to a secretarial position; therefore, it may be well for those who wish to become secretaries to first gain experience as a stenographer.

STENOGRAPHER

D.O.T. 202.388

JOB DESCRIPTION

The stenographer performs all or many of the following duties: Takes dictation of letters, reports, and other business materials in shorthand, or sometimes, by machine notes. Transcribes the dictation on the typewriter into mailable form. Sorts, files, and finds material. Occasionally duplicates business material using duplicating machines. Frequently performs duties related to those of a receptionist. (See job description on Page 59.) More responsible positions require the stenographer to prepare replies to general and routine correspondence.

PERSONAL TRAITS AND APTITUDES

Personal traits such as a pleasing personality, mature behavior, poise, and tact are a "must." Mastery of typewriting and shorthand, accurate and orderly work, and the ability to use correct English rank high in importance for success. Also desirable is the ability to handle routine and reasonably simple tasks.

REQUIREMENTS FOR JOB ENTRY

The basic requirements for entry into a stenographic position are graduation from high school and ability in office skills. Some positions require experience before employment, but most do not. Many companies require applicants to pass a typewriting and shorthand proficiency test. Higher stenographic positions usually require some training beyond high school and/or previous experience.

CLERICAL-MACHINE OPERATOR FAMILY

GENERAL OFFICE CLERK

D.O.T. 219.388

JOB DESCRIPTION

The general office clerk performs the following tasks: Writes or types bills, statements, receipts, checks, or other documents. Copies information from one document to another, proofreads, counts, weighs and measures. Sorts and files records, receives money, records and deposits. The general office clerk may expect to address envelopes and packages, answer the telephone, convey messages, and run errands. Most workers in this classification will be expected to perform many typewriting tasks as well as some duplicating.

PERSONAL TRAITS AND APTITUDES

The general office clerk should possess good finger, eye, and hand coordination and finger dexterity. He should show preference for work of a routine nature and ability to work accurately in order to avoid errors. He should be willing to do repetitious work and to work under the direction of others.

REQUIREMENTS FOR JOB ENTRY

The basic requirement for entry into the general office clerk position is graduation from high school with some specialized training in basic clerical skills. Most employers will employ workers with no previous experience to fill this position. It is not unusual for a person serving as a typist or some other related job to move into this position within the organization.

TRANSCRIBING MACHINE OPERATOR

D.O.T. 208.588

JOB DESCRIPTION

The transcribing machine operator performs the following tasks: Transcribes letters, reports, or other data, using transcribing (voice reproducing) machine and typewriter. May keep a file of recorded material and also may often serve as a receptionist. Sometime called a Dictaphone operator or Stenocord typist.

PERSONAL TRAITS AND APTITUDES

The transcribing machine operator must be attentive to detail, have finger dexterity, adapt to routine work. The worker should have a mastery of the English language, especially as related to punctuation, paragraphing, grammar, and spelling.

REQUIREMENTS FOR JOB ENTRY

The basic requirement for entering the transcribing machine operator position is graduation from high school with specialized training in typing and other office procedures. An employment test is often required. On-the-job training for specific machine operation is usually offered. Previous experience is helpful but usually not required.

TELLER

D.O.T. 212.368

JOB DESCRIPTION

A teller performs the following duties: Receives and pays out money and keeps records of money, checks, notes, or other forms involved in various bank transactions. Receives checks and cash for deposit, verifies amounts, and examines checks for endorsement. Enters deposits in proper forms. Enters deposits in passbooks and issues receipts. Cashes checks and pays out money. Counts incoming and paid out cash. May figure service charges, file checks. May photograph records, using microfilm device. May operate various office machines. May sell traveler's checks and savings bonds. May open new accounts and figure interest and discounts.

PERSONAL TRAITS AND APTITUDES

The teller should have an aptitude for accuracy, rapidity, and attention to detail in money exchanges. Manual and finger dexterity, tact, courtesy, honesty are important. He should have a preference for contact with people.

REQUIREMENTS FOR JOB ENTRY

The basic requirement for becoming a teller is graduation from high school, with special training in recordkeeping. On-the-job training under an experienced worker is usually provided. Training after high school is desirable but not always required.

RECEPTIONIST

D.O.T. 237.368

JOB DESCRIPTION

A receptionist performs the following duties: Receives clients or customers coming into the establishment, identifies their wants and directs them accordingly. May make appointments for employer and answer inquiries. May collect and distribute mail and messages. May be called upon to do simple recordkeeping. May be expected to do a considerable amount of typing. May be called upon to serve as PBX operator. May be called by name designated by type of business or establishment, such as MEDICAL RECEPTIONIST, HOSPITAL ADMITTING CLERK, etc.

PERSONAL TRAITS AND APTITUDES

The teller should possess learning ability and ability to understand words and ideas. Ability to express ideas meaningfully is important. Good finger dexterity is needed along with eye, hand coordination. The worker should have preference for contact with people. Tactfulness and courtesy are needed.

REQUIREMENTS FOR JOB ENTRY

The basic requirement for entering the receptionist position is graduation from high school or equivalent with special training in office education. No experience is usually required but often helpful.

CLERK-TYPIST

D.O.T. 209.388

JOB DESCRIPTION

A clerk-typist performs the following duties: Assembles and types reports, bills, application forms, shipping tickets and other materials from clerical records. Files records and reports, writes information on records, sorts and distributes mail and other materials, answers telephone and performs other similar duties. May type on or from specialized forms. May figure amounts using adding or calculating machines.

PERSONAL TRAITS AND APTITUDES

The clerk-typist should possess average ability in the use and understanding of words and ideas. Ability to see detailed and pictorial or graphic material and ability to compare words and figures are important. Good eye, hand and finger coordination is required. The worker should have a preference for activities of a routine and organized nature, yet enjoy working with people and communicating ideas.

REQUIREMENTS FOR JOB ENTRY

The basic requirement for entering the clerk-typist position is graduation from high school or equivalent with basic clerical skills and specialized training in typewriting. Experience in a similar position is sometimes required for employment, but entry to this position is usually open to persons having had no previous office experience. Typewriting employment tests are often required.

TYPIST

D.O.T. 203.588

JOB DESCRIPTION

A typist performs the following duties: Types letters, reports, stencils, forms, addresses, or other material from rough draft or corrected copy. May verify totals on report forms, requisitions or bills. May operate duplicating machines.

PERSONAL TRAITS AND APTITUDES

The typist should possess the ability to "catch on" or understand instructions, to reason and make judgments, and to understand meanings of words and sentences. Ability to make visual comparisons in both written or columnar form is important. Good hand, eye, and finger coordination are preferred. The worker should have a preference for routine, concrete, organized activities.

REQUIREMENTS FOR JOB ENTRY

The basic requirement for entering the typist position is graduation from high school or equivalent with specialized training in basic business courses. A typing test is usually required before employment. Previous experience is helpful, but not usually required.

FILE CLERK

D.O.T. 206.388

JOB DESCRIPTION

The file clerk performs the following duties: Files correspondence cards, invoices, receipts, and other records in alphabetical, numerical, subject matter, or phonetical spelling order. Reads incoming material and sorts according to file system. Places material in file drawers, boxes, or in special filing cases. Locates and removes material from files when requested. Keeps records of material removed, stamps material received, traces missing folders and types indexing information on folders. May enter data on records.

PERSONAL TRAITS AND APTITUDES

The file clerk should possess average ability to understand word meanings and ideas associated with them, ability to make visual comparisons, and ability to understand detail in written or columnar material. The worker should have a preference for activities involving contact with people, of a routine, concrete nature.

REQUIREMENTS FOR JOB ENTRY

The basic requirement for entering the file clerk position is graduation from high school or equivalent with specialized training in elementary filing skills. Employment tests are sometimes required. No previous experience is usually required.

BOOKKEEPING-ACCOUNTING
FAMILY

ACCOUNTING CLERK

D.O.T. 219.488

JOB DESCRIPTION

The accounting clerk's duties vary widely. (Many firms require accounting clerks to perform duties helping the accountant in organizing, designing, and controlling financial data.) All accounting clerks perform a variety of the following duties: Record transactions, total accounts, figure and record interest charges, refunds, cost of goods, and similar transactions. May type vouchers, invoices, accounting statements, and payrolls.

PERSONAL TRAITS AND APTITUDES

Personal attributes such as accuracy, attention to detail, hand and finger dexterity, and the ability to communicate effectively with superiors and fellow workers are necessary. A preference for activities of a routine, concrete, concise nature involving contact with people on a nonsocial level is also important. The aptitude to learn and apply bookkeeping and accounting procedures is critical.

REQUIREMENTS FOR JOB ENTRY

The requirements for entering the accounting clerk position are graduation from high school or equivalent with basic office skills and a more intensive study of bookkeeping and accounting procedures. Training is usually required, and some positions may require an Associate degree. Persons with less than an Associate degree enter the job with less responsibilities and require a longer period of on-the-job training before assuming greater responsibilities.

BOOKKEEPER

D.O.T. 210.388

JOB DESCRIPTION

The bookkeeper performs the following duties: Verifies and enters details of business transactions as they occur or in chronological order in account and cash journals from items such as sales slips, invoices, check stubs, inventory records, and requisitions. Summarizes details on separate ledgers using adding machine, and transfers data to a general ledger. Prepares reports to show how much money the company owes, how much money customers owe the company, and how much money the company has made or lost for a period of time. May calculate wages, compute withholdings, social security, and prepare other tax reports. Generally uses calculating and bookkeeping machines.

PERSONAL TRAITS AND APTITUDES

Personal aptitudes such as competency in arithmetic and a preference for detailed work of a routine nature are necessary. The ability to acquire an understanding of systematic, numerical recordkeeping and data-gathering processes is necessary.

REQUIREMENTS FOR JOB ENTRY

The requirement for entering the bookkeeper position is graduation from high school or equivalent with basic office skills and intensive study of bookkeeping and accounting procedures. In many cases, some education after high school is desired. This is especially true in firms where the responsibility of the bookkeeper is extensive in nature. A period of on-the-job training is usually provided in order to adjust to the firm's bookkeeping procedures and forms.

ACCOUNTS RECEIVABLE/PAYABLE BOOKKEEPER

D.O.T. 210.388

JOB DESCRIPTION

The accounts receivable/payable bookkeeper performs similar duties as described for the bookkeeper except those duties are usually restricted to those relating to the accounts receivable or accounts payable section of the financial records.

PERSONAL TRAITS AND APTITUDES

Personal aptitudes such as competency in arithmetic and a preference for detailed work of a routine nature are necessary. The ability to acquire an understanding of systematic, numerical recordkeeping, and data-gathering processes is necessary.

REQUIREMENTS FOR JOB ENTRY

The requirement for entering the accounts receivable/payable bookkeeper position is graduation from high school or equivalent with basic office skills and a basic knowledge of bookkeeping and accounting procedures. A period of on-the-job training is usually required for the position.

PAYROLL CLERK

D.O.T. 215.488

JOB DESCRIPTION

The payroll clerk performs the following duties: Figures wages and transfers wage data to payroll records. Figures earnings from time sheets and work tickets, using calculating machines. Operates posting machines to compute and subtract deductions such as income tax withholdings, Social Security payments, insurance, credit union payments, and bond purchases. Enters net wages on earnings record card, check, check stub, and payroll sheet. May prepare annual reports of earnings and income tax deductions. May keep records of sick leave pay and non-taxable wages. May prepare and distribute checks or pay envelopes. May compute wages for employees working on bonus, commission, or piecework systems.

PERSONAL TRAITS AND APTITUDES

Personal aptitudes such as competency in arithmetic and a preference for detailed work of a routine nature are necessary. The ability to acquire an understanding of systematic, numerical recordkeeping, and data-gathering processes is necessary.

REQUIREMENTS FOR JOB ENTRY

The requirement for entering the payroll clerk position is graduation from high school or its equivalent. A basic background in bookkeeping procedures, especially those related to wage computations and payroll taxes, is desirable. Most beginning positions require a knowledge of the equipment involved. Instruction and on-the-job training is often provided for new employees.

5

ACCOUNTS RECEIVABLE/PAYABLE CLERK

D.O.T. 214.488

JOB DESCRIPTION

The accounts receivable/payable clerk performs similar duties as described for the accounting clerk except those duties are usually restricted to the accounts receivable and accounts payable section of the financial records. The accounts receivable/payable clerk will generally perform more office duties than the accounts receivable/payable bookkeeper.

PERSONAL TRAITS AND APTITUDES

Personal aptitudes such as competency in arithmetic and a preference for detailed work of a routine nature are necessary. The ability to acquire an understanding of systematic, numerical recordkeeping and data-gathering processes is necessary.

REQUIREMENTS FOR JOB ENTRY

The requirement for entering the accounts receivable/payable clerk position is graduation from high school or equivalent. A basic background in bookkeeping procedures and competency in the other clerical skills is usually sufficient to enter this position without previous experience. On-the-job training is usually provided to become familiar with the firm's procedures and forms.

BILLING/BOOKKEEPING MACHINE OPERATOR

D.O.T. 214.488
215.488

JOB DESCRIPTION

The bookkeeping-machine operator records a complete set of records of financial transactions using the bookkeeping machine and also performs the following duties: Sorts documents to be posted such as checks. Selects and places bookkeeping forms on machine and identifies headings and data, and posts totals, net amounts, etc. Verifies entries and totals to insure accuracy. May operate other office machines such as adding and calculating machines.

The billing-machine operator prepares statements, bills, and invoices to be sent to customers. Transcribes data from office records, such as name, address, and purchases or services rendered. Figures totals, net amounts, and discounts. May use adding and calculating machines.

PERSONAL TRAITS AND APTITUDES

Personal attributes such as accuracy and attention to detail, proficiency in arithmetic, and a preference for clerical work of a routine, concrete nature are necessary. The capacity to acquire an understanding of systematic, numerical recordkeeping procedure is essential.

REQUIREMENTS FOR JOB ENTRY

The requirement for entering the billing/bookkeeping machine operator position is graduation from high school or its equivalent. Most beginning positions require a knowledge of the work and equipment involved. A background in bookkeeping principles is desirable, especially for the bookkeeping machine operator. Employers usually provide for instruction and on-the-job training for new employees.

DATA PROCESSING
FAMILY

PROGRAMMER-CLERICAL

D.O.T. 219.388

JOB DESCRIPTION

The programmer-clerical performs the following duties: Selects symbols from a coding system related to the make or model of the digital computer and supplies them for instructions to the machine. Reads and interprets sequence of alphabetic, numeric, or special characters from a handbook for each program step to translate it into machine language that can be converted by the computer processor into machine instructions. Records symbols on worksheet for transfer to punchcards or machine input tape. Marks code sheet to indicate relationship of code to program steps to simplify debugging of program · Confers with programming personnel to clarify intent of program steps. Usually works as understudy to PROGRAMMER, BUSINESS performing additional tasks such as converting flow charts and diagrams of simple problems from rough to finished form, or making minor changes in established programs to adapt them to new requirements.

PERSONAL TRAITS AND APTITUDES

The programmer-clerical should possess an average to above-average ability. The worker must have the reading ability to recognize programming and coding language consisting of abbreviated words, grouping of numbers, symbols, and numerical ability to convert decimal numbers to binary or other number systems. Form perception to recognize and remember graphic symbols (arrangement of lines and curves) is important. Clerical perception to select from handbooks codes acceptable to computer, which involves accurate identification and recording of numbers, letters, and words is necessary. The worker should have a preference for activities of a routine, concrete and organized manner.

REQUIREMENTS FOR JOB ENTRY

The requirement for entering the programmer-clerical position is graduation from high school with training in programming, coding, and computer operations at a post-secondary level. On-the-job experience is very often provided in a clerical capacity. Training for a specific computer is usually provided by employer or manufacturer.

DIGITAL-COMPUTER OPERATOR

D.O.T. 213.382

JOB DESCRIPTION

The digital-computer operator performs the following duties: Oversees and controls the electronic digital computer to process business, scientific, engineering, or other data according to operating instructions. Sets control switches on computer and peripheral equipment (equipment surrounding the primary computer) to operate equipment according to program, routines, subroutines, and data requirements. Loads input and output units with materials for operating runs, or oversees operators of peripheral equipment who perform these functions. Clears system and starts operation. Observes for error lights, verification printout, and error messages, and machine stoppage or faulty output. Types other commands into computer console to correct errors or failures. Wires control panels of peripheral equipment. May control computer to provide input or output service for another computer. Wires control panels of peripheral equipment. May control computer to provide input or output service for another computer.

PERSONAL TRAITS AND APTITUDES

The digital-computer operator should possess reading ability to understand technical language of operating instructions and equipment manuals, and numerical ability to prepare operating records, time computer runs, and adhere to fixed operating schedule. An understanding of data processing mathematics (the number systems used, algebra and logic) is almost essential. Space perception to wire control panels and form perception to identify flaws in input and output materials is important. Clerical perception in preparing operating records, alphabetic, numeric symbols are necessary. Hand coordination and a preference for working with machines and processes are desirable. Interest in activities of concrete and organized nature and ability to perform a variety of work tasks subject to frequent change in the operation of a console and a variety of peripheral equipment is essential.

REQUIREMENTS FOR JOB ENTRY

Requirements for entering the digital-computer operator position are graduation from high school and post-high school technical training. This training usually includes such courses as data-processing mathematics, accounting, business practices, elementary programming, and operation of computers, peripheral equipment, and tabulating machines. The employer or computer manufacturer usually provides one to three weeks of formal instruction for the specific computer system the worker will operate. Length of on-the-job training and experience required to achieve adequate performance ranges from a few months to one year because computer systems and equipment vary in complexity.

ASSISTANT DIGITAL COMPUTER OPERATOR

D.O.T. 213.382

JOB DESCRIPTION

The assistant digital computer operator performs the following duties: Operates peripheral machines according to instructions to transfer data from one form to another, print output, and read data into and out of digital computer. Mounts and positions materials, such as reels of magnetic tape onto spindles, decks of cards in hoppers, bank checks in magnetic ink reader-sorter, notices in optical scanner, or output forms and carriage tape in printing devices. Sets guides, keys, and switches according to diagrams and inserts them into machines. Observes materials for creases, tears, or printing defects and watches machines and error lights. Unloads and labels card or tape input and output and places them in storage or routes them to library. Separates and sorts printed output forms using decollator to prepare them for distribution. May operate punchcard tabulating machines, such as sorters and collaters.

PERSONAL TRAITS AND APTITUDES

The assistant digital computer operator should possess the ability to read written instructions and handbooks and to communicate with supervisor about operating functions. The worker should possess space ability to follow diagrams to wire control panels, position and thread tapes onto spindles, or position decks of cards in hoppers. Clerical perception to identify and record without errors data such as dates, program numbers, departments, and routings on forms is important. Hand coordination and finger and manual dexterity to load and unload machines quickly and minimize down-time, to thread ribbons of tape over guides and through rollers, and to handle cards and tapes deftly without bending, tearing or otherwise damaging them are important. Color discrimination to connect wires according to their colors to specified terminals when wiring control panels or to recognize display lights and their meanings by color is essential. The worker should have a preference for activities of a routine and organized nature to follow well-defined instructions for any of several different machines. He should be adept at performing a variety of tasks requiring frequent changes.

REQUIREMENTS FOR JOB ENTRY

The requirements for entering the assistant digital computer operation position are graduation from high school and post-high school training in operation of electronic or electromechanical data processing equipment. Employers frequently regard the worker as an understudy to computer operators and apply the same education and aptitude standards to them.

DATA CONTROL CLERK

D.O.T. 219.388

JOB DESCRIPTION

The data control clerk performs the following duties: Converts routine items of information obtained from records and reports into codes for processing by data-typing or key-punch units using coding systems. Manually records alphabetic, alphanumeric, or numeric codes on worksheet or margin of source document for transfer to punchcards or machine input tape. May be designated according to trade name of computer system as CODING CLERK, UNIVAC: IBM CODER.

PERSONAL TRAITS AND APTITUDES

The data control clerk should possess the ability to understand written and oral instructions, business terms, abbreviations, and mnemonic contractions and ability to explain difficulties to supervisor. Clerical perception to scan and extract detail from source documents and to avoid and detect errors is important. The worker should have a preference for activities of a routine, organized, and repetitive nature and ability to follow specific instructions to convert items to their coded equivalents which are indexed in table or handbooks.

REQUIREMENTS FOR JOB ENTRY

The requirement for entering the data control clerk position is graduation from high school or equivalent. Training in a classroom situation or under the direction of an experienced worker usually is provided by the employer. Achievement of adequate speed and the development of a high degree of accuracy takes from one to three months.

DATA TYPIST

D.O.T. 213.588

JOB DESCRIPTION

The data typist performs the following duties: Converts alphabetic, numeric, and symbolic data into coded form on punchcards or tapes using special purpose electric typewriter. Loads decks of punchcards or reels of magnetic or paper tape into machine. Moves switches to set up machine and auxiliary equipment to produce desired cards or tapes. Types computer programs and input data such as specified items from business forms which the machine converts to holes or magnetic impulses on cards or tapes. Proofreads typed copy to identify errors and retypes copy or uses correctional devices built into machine. May insert tape or cards into reader attachment for automatic duplication of business correspondence or records. May be designated according to trade name of machine used as UNITYPIST.

PERSONAL TRAITS AND APTITUDES

The data typist should possess the ability to recognize meanings of words, use and spell standard abbreviations and coding conventions to avoid making errors when typing copy and to learn words, abbreviations, and conventions commonly used to achieve speed and accuracy. Space ability to ensure arrangement of type on specified line and in specified blocks of forms and form perception to identify proper punctuation and special characters which are frequently used in combination with letters and numbers to form codes are important. Clerical perception to note detail in typing and proofreading narrative and tabular material such as program and input data is essential. Hand coordination to operate typewriter and load machine is desirable. The worker should have preference for activities of a routine, organized, and repetitive activity and ability to follow written and oral instructions.

REQUIREMENTS FOR JOB ENTRY

The requirement for entering the data typist position is graduation from high school or equivalent with demonstrated ability in typing on standard or electric typewriter. One week of on-the-job training usually is provided by employer or manufacturer of equipment to learn operation of machine and up to three months' on-the-job training is provided to become familiar with material typed such as narrative and tabular forms, programming languages, and conventions.

KEY PUNCH OPERATOR

D.O.T. 213.582

JOB DESCRIPTION

The key punch operator performs the following duties: Operates alphabetic and numeric key-punch machine to transfer data from original material to punchcards and to reproduce prepunched data. Attaches skip bar to machine and previously punched program card around machine drum to control duplication and spacing of constant data. Loads machine with decks of punchcards. Moves switches and punches keys to select automatic or manual duplication and spacing, selects alphabetic or numeric punching and transfers cards through machine stations. Punches keys to transcribe new data in prescribed sequence from source material into performances on card. Inserts previously punched card into card gauge to verify accuracy of punches. Observes machine to detect faulty feeding, positioning, ejecting, duplicating, skipping, punching, or other mechanical failures and notifies supervisor. Removes jammed cards, using prying knife. May tend machines that automatically sort, merge, or match punchcards into specified groups. May key-punch numerical data only and be designated KEY-PUNCH OPERATOR, NUMERIC.

PERSONAL TRAITS AND APTITUDES

The key punch operator should possess the ability to understand oral and written instructions, such as manufacturers' operating manuals, and to learn operation of machine. Clerical perception to understand detail in material consisting of combinations of letters and numbers and to avoid error in transferring this data to punchcards is necessary. Hand coordination to read worksheets and at the same time operate keyboard of approximately 40 keys to punch data on cards and finger dexterity to move switches on machine are important. The worker should have a preference for organized and routine activities to transfer data to punchcards and for repetitive duties of operating key-punch machine. He should have the ability to follow specific instructions and set procedures to transfer data to punchcards.

REQUIREMENTS FOR JOB ENTRY

The requirement for entering the key punch operator position is graduation from high school or equivalent with demonstrated ability in typewriting. Special training on the key-punch machine is desirable, or the worker may receive this training on the job.

SUPERVISORY MANAGEMENT
FAMILY

PERSONNEL MANAGER

D.O.T. 166.118

JOB DESCRIPTION

The personnel manager performs the following duties: Plans and carries out policies relating to all worker activities. Organizes hiring and training procedures, and directs activities of employees who are directly concerned. Confers with company and union officials to establish pensions and insurance plans, workmen's compensation policies and similar functions. Establishes social, recreational and educational activities. Studies personnel records for information, such as educational background, work record, and supervisor's reports to determine personnel suitability for promotions and transfers. May represent company in negotiating wage agreements with labor representatives. May act as go-between for management and labor within organization.

PERSONAL TRAITS AND APTITUDES

General intelligence and verbal understanding needs to be very high. Mathematical ability needs to be above average. Interests should involve a preference for activities resulting in consideration for others; a preference for activities involving business contact with others; a preference for activities concerned with people and the communication of ideas. Adaptability to situation involving frequent change in directing, controlling, and planning entire activities or activities of others is necessary. Good judgment involving the evaluation of work is necessary.

REQUIREMENTS FOR JOB ENTRY

The requirements for entering the personnel manager position are graduation from high school and a college education in personnel administration and training and management procedures. Entry level positions as personnel manager would be most likely in smaller organizations. Personnel managers in larger companies are often promoted from within the organization, but specialized training may hasten this promotion.

OFFICE MANAGER

D.O.T. 169.168

JOB DESCRIPTION

The office manager performs the following duties: Supervises and directs activities of personnel in clerical functions of the office. Organizes office operations such as typing, bookkeeping, preparation of payrolls, and other clerical services. Directs clerical personnel and department operations to prepare and keep records, files, and reports. Standardizes procedures and begins policy and procedure changes; plans office layouts; requests supplies and equipment; and studies cost reduction programs. Reviews records for completeness, accuracy, and timeliness. Prepares activities report for management and assists in preparation of budget. Directs clerical activities with activities of other departments. Performs related duties as necessary or as directed.

PERSONAL TRAITS AND APTITUDES

The office manager should possess a good reading and mathematical understanding. Clerical perception and finger and hand dexterity are desirable. The manager should have a preference for activities resulting in consideration for others, and activities involving contact with other people. He should exhibit an even temperament, tact, poise, and good judgment. He must possess the ability to communicate ideas, receive, and issues instructions.

REQUIREMENTS FOR JOB ENTRY

The requirement for entering the office manager position is graduation from high school. Office managers are often promoted to the position from within the organization. A college education in the office skills, as well as personnel and office procedures, will assist and increase the likelihood of promotion to this job title. Some employers prefer and require persons with college degrees.

EMPLOYMENT INTERVIEWER

D.O.T. 166.268

JOB DESCRIPTION

The employment interviewer performs the following duties: Interviews job applicants in employment agency or department and refers them to employers for consideration. Records and evaluates such information as job experience, education and training, skills, knowledges and abilities, physical and personal qualifications, and other related data. Searches application files, notifies selected applications of job openings and refers qualified applicants to prospective employers. Contacts employer to verify results and record data. May render other special services. May visit employer establishments to solicit job orders and labor market information and to offer other agency services. May counsel applicants and administer tests.

PERSONAL TRAITS AND APTITUDES

The employment interviewer should be above average in mental and verbal ability. He should possess average ability to deal with arithmetic operation. Ability to evaluate information, to make decisions, and to communicate orally and in writing is essential. Ability to interpret feelings, ideas, or facts in terms of personal viewpoints is important. He should have a preference for activities involving contact with people.

REQUIREMENTS FOR JOB ENTRY

The requirements for entering the employment interviewer position are graduation from high school and additional training in a post-secondary institution. In some cases a person may be hired after specialized training in personnel administration, but usually vacancies are filled from promotions within the company.

UNIT TWO

EXPLORATION OF THE BUSINESS AND OFFICE CLUSTER

UNIT PURPOSE: To provide an opportunity for exploration of the Business and Office cluster.

PERFORMANCE OBJECTIVES: The student will be able to

I. Contribute material to a classroom resource center.

II. Present an overview of office life.

III. Describe one job in two of the office families.

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I. The student will be able to contribute material to a classroom resource center.

Note: The exploration phase of this study can be more effective if parents and local business people get involved. Constructing a business and office resource center is a method of "getting at" community involvement.

A. Suggested Content

1. Resource file

a. Community

(1) Parents

(a) Letter of request
(b) Response form
(c) Letter to interested parent

(2) Local business

(a) Resource questionnaire

b. Occupational literature

(1) Professional organizations
(2) Free and inexpensive materials

B. Suggested Teaching-Learning Activities

1. Involve parents in the business and office career education program.

a. Develop a letter informing parents of your program and asking them to participate. (A sample letter may be found on Page 117.)

b. Develop a form that provides for the parent's response. (A sample form may be found on Page 117 below the sample letter.)

c. Distribute the letter to parents.

d. Compose and write a thank-you letter to those who are interested in coming to talk with the class. Include the kinds of things students would like to know about the various occupations. (A sample letter may be found on Page 118.)

e. Establish a file of response forms of those parents who consent to participate.

2. Involve local business people in the business and office career education program.

   a. Through the use of class discussion, the Yellow Pages in the telephone directory, newspaper ads, etc., develop a list of business organizations in the community that may be willing to participate in the program.

   b. Review the Business Resource Questionnaire on Page 119. Revise it so that it will be suitable to send to any of the local businesses.

   c. Distribute questionnaires to those organizations whose names appear on your list.

   d. Establish a file of those questionnaires which have been filled out and returned to the school.

3. Prepare a career resource center.

   a. Choose one of the professional organizations listed on Page 120, and request any career information it will provide. These organizations' interests lie wholly or partly in the office area.

   b. Write for any of the booklets or kits listed under Free and Inexpensive Materials, which appear under Suggested References on this and the following pages.

   c. As literature arrives, display it in an attractive manner in an appropriate place.

C. Suggested Evaluation

The teacher may evaluate the amount and calibre of material contributed by each student.

D. Suggested Resources

See Free and Inexpensive Materials on the following page.

FREE AND INEXPENSIVE MATERIALS

A Starter File of Free Occupational Literature.

B'nai B'rith Vocational Service
1730 M Street, N.W.
Washington, D.C. 20036

Careers. (Single copies available free to teachers and librarians; additional copies 10¢)

Tangley Oaks Educational Center
Mrs. Patricia Filkins, Adm. Editor
801 Green Bay Road
Lake Bluff, Illinois 60044

Careers in Civil Service Jobs.

Personnel Division
State Office Building
Frankfort, Kentucky 40601
and
Executive Officer
Inter-Agency Board of U.S. Civil Service Examiners for Kentucky
1712 Heyburn Building
Louisville, Kentucky 40220

Career Opportunities.

Career Information Service
New York Life Insurance Company
51 Madison Avenue
New York, New York 10010

"Careers" Kit.

South Central Bell Telephone System

Getting the Right Job. (Free in classroom quantities)

The Glidden Company
Executive Offices
900 Union Commerce Building
Cleveland, Ohio 44115

Job Scene Series.

Department of Economic Security
Counseling Section
New Capitol Annex
Frankfort, Kentucky 40601

Looking Ahead to a Career.

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

Motivational Leaflets on Careers. (Set of 10 leaflets; each leaflet covers one area of the curriculum and suggests careers which relate to this area. Limit of 35 copies. Leaflets currently available are:)

"Thinking of an Office Job?"
"English and Your Career"
"Foreign Languages and Your Career"
"Math and Your Career"

U.S. Department of Labor
Occupational Outlook Service
Bureau of Labor Statistics
441 G. Street, N.W.
Washington, D.C. 20202

The Secret of Getting Ahead. (Limit 15 copies)

U.S. Army Recruiting Command
Commanding General
Attn: Army Opportunities
Hampton, Virginia

Start Planning for Your Career.

General Electric Company
Educational Relations Service
One River Road
Schenectady, New York

Guidance Booklets.

General Motors Corp.
Public Relations Staff
Detroit, Michigan 48202

II. The student will be able to present an overview of office life.

Note: The purpose of this section of the unit is not to study specific jobs, but to get an overview of office life. Rather than having the entire class participate in the same activity at the same time, it is suggested that "interest groups" or "office career clubs" plan their own exploration strategies.

A. Suggested Content

1. Overview of office life

a. Methods of exploration

(1) Audio-visual aids

(a) Films, filmstrips, film loops
(b) Tapes
(c) Records
(d) Posters and bulletin board displays

(2) Literature

(a) Professional organization publications
(b) Business publications
(c) Publishing company publications
(d) Government publications

(3) Field trips

(a) Teacher planning
(b) Class planning
--Identifying organizations
--Formulating an observation survey
(c) Exploratory experience agreement
(d) Exploratory experience evaluation

(4) Simulated activities

(a) Plays and skits
(b) Learning Exploration Activity Package (LEAP)

b. Information to be obtained

(1) Name and address of business

(2) Major product or service

(3) Job family observed

(a) Office area surroundings
(b) Grooming and dress of employees
(c) Kinds of machines used
(d) Major tasks performed

(4) Exploratory experience evaluation

B. Suggested Teaching-Learning Activities

1. Assist the students in organizing office career clubs

    a. Help establish interest in one of the job families

        (1) View films, filmstrips, or other audio-visual resources that will give an overview of office life. Then complete the Audio-Visual Report on Page 121.

        (2) Investigate literature that has been included in the business and office resource center.

        (3) Review the office Family Portraits on Pages 29-33 of the Unit One Supportive Materials.

        (4) Talk with friends and acquaintances and/or recent graduates who work in offices to gain insight into some of the interesting and fascinating expereices they can share.

    b. Help students select and organize interest groups.

        (1) Choose the job family that is most appealing and hold a meeting with that particular interest group.

        (2) Give the club an office family name: Secretarial-Stenographic; Clerical-Machine Operator; Bookkeeping-Accounting; Data Processing; Supervisory-Management.

        (3) Select officers. Official titles can be names of specific jobs within the family such as Secretary, General Office Clerk, Accounting Clerk, etc.

        (4) Assign duties. Some of the duties which relate to a club may include

            --Choosing an appropriate meeting place. (One suggestion is to set up career club booths or dens in a corner of the classroom.)

            --Locating and compiling written materials in the form of leaflets, brochures, booklets, books, and kits.

            --Identifying films, filmstrips, tapes, etc. relating to each particular job family.

            --Planning observation trips.

--Planning and preparing bulletin boards, collages, and other visual aids.

2. Encourage the students to review other printed materials.

   a. Thumb through business booklets, leaflets, kits, etc. Jot down notes.

   b. Report on some of the materials relating to the office that publishing companies have released.

   c. Record some interesting information from government publications such as the Occupational Outlook Handbook.

   d. Include information in an Office Careers notebook.

3. Plan office observation trips.

   The following are suggestions of things to do to get ready, to observe, and to evaluate an observation trip. Each club will need to work out its own procedures, depending upon the needs and interest of the group. However, there are some areas of definite responsibility.

   a. The teacher should be responsible for

      (1) Guiding the choice of a field trip and selecting the time at which the group will profit most by the experiences offered by the trip.

      (2) Investigating the situation--if possible taking the trip in advance--to become familiar with the place to be visited and the things to be observed.

      (3) Obtaining permission for the trip from
      --the principal before discussing it with the group.
      --the person in charge of the business to be visited.
      --the parents.

   b. The students should be responsible for

      (1) Identifying organizations which each club plans to visit. Consider the career club interest and choose an organization in which that particular family operates. Here are a few suggestions that may help in making a selection.

      SECRETARIAL-STENOGRAPHIC. Almost any business office is appropriate. More interest may be created by visiting a variety of organizations such as doctors, lawyers, churches, or companies such as insurance and real estate. A visit to the school's business office would be a good place to start.

CLERICAL-MACHINE OPERATOR. The activities of this family are carried out in all business offices. However, in the smaller organizations they may be performed by the secretary or stenographer. It is advisable to visit a fairly large company in order to make a more meaningful observation.

BOOKKEEPING-ACCOUNTING. Most bookkeeping is done by the use of machines. But bookkeepers in some small businesses keep a handwritten set of books. It would be informative to observe both methods. A department store bookkeeper can trace the bookkeeping cycle from the sales slip to a machine recording of the transaction. The accounting department can show some of the activities involved in determining whether the company made money or lost money over a period of time.

DATA PROCESSING. Not all organizations have data processing operations within the company itself. Large companies, such as Sears, provide a conveniently located data processing center for their various stores to feed information or data into. Other organizations use independent data processing centers and pay for their services.

Unless it is possible for you to observe in a fairly large company which has a data processing department or in a computer center, the most likely place for this club to visit is a bank.

SUPERVISORY-MANAGEMENT. All businesses have supervisors and managers. The owner of a business performs both duties. Students will benefit if they can observe both a small-business owner and one of the managers employed by a larger company.

(a) Check through the local business resource file in order to identify suitable places to visit. If this resource is insufficient,
(b) Analyze the Yellow Pages of the local telephone directory for possible office locations, or
(c) Have a class discussion on possible office locations for observation.
(d) List the organizations which are likely to meet the career club interests.

(2) Locating the organizations which each club will visit.
  (a) Determine and record the address of each business.
  (b) Pinpoint each location on a city map. Use a specific color of pin to identify each career club and its observation site.

(3) Preparing for the observation trip.
  - (a) List the things each club expects to see and questions they would like to have answered. Decide which club office will be responsible for recording answers to those questions.
  - (b) Develop an observation survey form. A sample one is on Pages 122-123.
  - (c) (Note to teacher: Project the Exploratory Experience Agreement on Page 124 on the overhead projector.) Study and discuss the Agreement. Practice filling out the form.
  - (d) Discuss every detail of the trip.

    --Time - date, hour of departure, time to be spent on the trip
    --Transportation - how the group will travel and the safety rules to be observed
    --Group needs - social responsibilities of each individual as a member of the group concerning courtesy and conduct.
    --Personal needs - type of clothing needed, need for lunch, special forms and writing tools

(4) Taking the office observation trip.

(Note to teacher: Try to arrange for individual clubs to make trips on dates convenient to them rather than taking the entire class to the same organization on the same day. This plan necessarily calls for some parent participation.)

(a) Besides completing the Observation Survey, here are some other suggested activities:

--Take along a camera, and photograph office scenes relating to the Club's interest.
--Carry a cassette or portable recorder and record some office sounds. Ask one of the workers to describe several activities of the office.
--Collect company leaflets, brochures, or office manuals (booklet of company policies and benefits) to be filed in the career resource center.
--Organizations sometimes distribute samples of their products. These would be great for an exhibition. Get some if possible.

(5) Sharing observation experiences.

    (a) Show photographs or slides of office scenes that were made on the observation trip.
    (b) Play back the recorded conversations and summarize the activities described by the employee.
    (c) Share unusual and interesting happenings experienced during the observation trip.
    (d) Show and tell about literature or products collected from the firms.
    (e) Share points of interest with the class by answering questions the teacher asks as he/she walks around the room with a microphone. Analyze the recorded answers.
    (f) Conduct rapid-fire question-and-answer sessions among the career clubs concerning the job families they visited.
    (g) Draw illustrations and write an "Office Overview Observation" article for the school newspaper.

(6) Evaluating the observation trip.

    (a) Complete the Field Trip Report on Page 125.
    (b) Determine if the plans were made satisfactorily. If necessary, discuss how particular situations may be improved or corrected.

c. Have the students participate in simulated activities.

    (1) Present the play "The Life of a Clerical Worker," which appears on Pages 127-131.
    (2) Complete some of the exercises which are included in the LEAP on Pages 137-182.

C. Suggested Evaluation

1. The teacher may have each career club to organize oral or written reports for the class, for other groups in school, or for parents relating to office life. Information can be taken from the Observation Survey. Base the evaluation on the interest demonstrated by the student and the extent of the observation described in the report.

D. Suggested Resources (Refer also to Free and Inexpensive Materials on Page 98.)

Note: Materials for the Teacher:

1. Periodicals

    a. "The Balance Sheet"

    b. "Business Education Forum"
    c. "Business Teacher"
    d. "Business Education World"
    e. "Today's Education"

Note: Materials for the Student and Teacher:

1. Books

    a. A Career in the Modern Office

        (1) "Opportunities in Today's Office"
        (2) "Making the Most of Yourself"
        (3) "Making the Most of Your Skills"
        (4) "Getting the Right Job"

    b. Dictionary of Occupational Titles

    c. Encyclopedia of Careers and Vocational Guidance

    d. Occupational Outlook Handbook

2. Periodicals

    a. "Career World"

3. Booklet

    a. "The Office and You . . . Careers"

4. Films

    a. "Is a Career in Clerical Work for You?"
    b. "The Business Office: Making Things Happen"
    c. "Opportunities in Clerical Work"

5. Filmstrips

    a. "Office Workers"
    b. "How About Office Work?"

6. Multi-Media

    a. Career Exploration Series

        (1) "Clerical Occupations: Office Staffing"

            (a) Overview
            (b) Secretary
            (c) Clerk Typist
            (d) Medical Record Technician
            (e) File Clerk
            (f) Receptionist

    b. Cassettes and Tapes

        (1) "Career Development Laboratory"

        (2) "Clerical Interest Occupations"

        (3) "Licking Your Job and Your Life"

        (4) "Preparing for an Office Job"

7. Slides

    a. "Daily Office Procedures"

8. Transparencies

    a. Transparencies by 3M

        (1) "Clerical Occupations and Responsibilities"

        (2) "Office Behavior Attitudes"

        (3) "Traits, Personality, and Appearance in the Office"

9. Posters

    a. "Student Attitude Builders"

    b. "Careers for Typists"

    c. "History of the Typewriter"

    d. "Secretarial Careers"

    e. "Stenographic Careers"

    f. "Computers in Occupations"

   g. "Mathematical Machines"
   h. "How to Get Along with Others"

10. Games
   a. "Career Games Laboratory"

FREE AND INEXPENSIVE MATERIALS

GENERAL OFFICE

Booklets--

Business and Office Education.

Bureau of Vocational Education
State Department of Education
Frankfort, Kentucky

1. Can I Be an Office Worker?
2. Can I Get the Job?

Public Relations Staff
General Motors
Detriot, Michigan 48202

A Story with a Happy Ending ... Your Business Career. (100 pamphlets for $1.00)

Administrative Management Society
Willow Grove
Pennsylvania

Preparing for Your Career in Business.

National Research Bureau, Inc.
221 North LaSalle Street
Chicago, Illinois 60601

Technical Clerical and Trades Careers. (V.A. Pamphlet 05-49, October, 1970)

Office of Personnel
Veterans Administration
Washington, D.C. 20402

Films--

Careers in Business. (Portrays the immediate and future need for secretaries, office workers, business machine operators, programmers, and numerous other skilled occupations used in the business world) color, 12 1/2 minutes.

National Career Center
Department FF
3829 White Plains Road
Bronx, New York 10467

III. The student will be able to describe in detail one job in two of the office families.

Note: This lesson constitutes an individual and independent study project in which the student chooses one job in each of two office families to investigate and compile a notebook.

A. Suggested Content

1. In-depth study of jobs

a. Methods of exploration

(1) Printed materials

(a) Professional organization publications
(b) Publishing company publications
(c) Business publications
(d) Government publications

(2) Audio-visual aids

(a) Films, filmstrips, film loops
(b) Tapes
(c) Records
(d) Transparencies, posters, bulletin board displays

(3) Occupational kits

(4) Resource people

b. Information to be obtained

(1) Job title

(2) Most common tasks

(3) Personal qualities required

(4) Education or training required

(5) Future outlook

(6) Salary

(7) Working hours

(8) Extra benefits

(9) Advantages and disadvantages

B. Suggested Teaching-Learning Activities

1. The outline presented in "My Job Analysis" on Pages 133-134 contains the topics for a thorough job study. Discuss with the students the outline to be followed in their independent study project. Explain the types of information to be obtained and any terms unfamiliar to them. Indicate that the information is to be submitted in notebook form.

2. Below are some suggested activities to help the students gain the information called for on "My Job Analysis."

    a. Have the students view printed materials which explain specific jobs. (The "Family Tree" booklet may serve as one resource.) Complete the forms taken from "What I Have Read About My Job" on Page 135.

    b. Have the students view audio-visual materials which show in some detail the nature of the work and working conditions of specific jobs. Complete an Audio-Visual Report on Page 136.

    c. Have the students explore an occupational kit.

    d. Have the students collect pictures, booklets, and pamphlets illustrating and describing a chosen job. Extra copies may be added to the Business and Office Resource Center. (An excellent resource list is found under Free and Inexpensive Materials on Pages 102-109.)

    e. Arrange for each student to interview a person engaged in a chosen job. Make use of the resource file developed earlier.

    f. Arrange to have students spend a portion of a day on the job under the "wing" of a worker engaged in a chosen field of interest.

    g. From local newspapers, select several help-wanted ads. Answer several of these questions: What is the title of the position? What is the beginning salary? What education and/or skill is required? What experience is asked for? What type of work is performed?

    h. Arrange with one or two local businesses to declare a "student day" when classes may visit and observe various workers.

C. Suggested Evaluation

The teacher may collect the notebooks and evaluate them on thoroughness of reading forms completed, audio-visual forms completed, outside materials collected, and amount of information supplied on the job-analysis form.

D. Suggested Resources (Refer also to Free and Inexpensive Materials on Pages 102-109.)

1. Periodicals

   a. "Today's Secretary"

2. Films (Refer back to "Suggested References" on Pages 95 and 98 of "Overview.")

   a. "Bookkeeping-Occupations and Opportunities"

3. Filmstrips

   a. "Careers in the World of Computers"

   b. Office Education Series

      (1) "The Administrative Assistant"
      (2) "Clerical Work as a Career"
      (3) "Secretarial Work as a Career"
      (4) "So You Want to be a Secertary"
      (5) "Vocational Objectives"

4. Multi-Media

   a. Career Exploration Series

      (1) "Clerical Occupations: Office Staffing"

         (a) Overview
         (b) Secretary
         (c) Clerk Typist
         (d) Medical Record Technician
         (e) File Clerk
         (f) Receptionist

      (2) "Data Processing: Computer Technology"

         (a) Overview
         (b) Computer Programmer
         (c) Computer Operator
         (d) Computer Technician
         (e) Key Punch Operator
         (f) Computer Aids Secretary

5. Occupational Kits

   a. "Widening Occupational Roles Kit"
   b. "Occupational Exploration Kit"
   c. "Job Experience Kits"
   d. "Career Information Kit"
   e. "Business Careers Kit"

FREE AND INEXPENSIVE MATERIALS

ACCOUNTING

Booklets—

History of Accounting. (shows how accounting has developed through the years) 20 pages.

National Cash Register Company
Main and K Streets
Dayton, Ohio 45409

1. Mapping Your Future.
2. Why Not Choose Accounting.

American Woman's Society of CPA'S
327 South LaSalle Street
Chicago, Illinois 60604

Accounting for Your Future. (Describes training and career opportunities for accountants) Available in small quantities to teachers and librarians.

United Business Schools Association
Guidance Suite 401
1730 M Street, N.W.
Washington, D.C. 20036

Should You Be An Accountant?

New York Life Insurance Company
51 Madison Avenue
New York, New York 10010

What's It Like to be an Accountant? (Discusses careers in private, public, and governmental accounting; accounting education; and opportunities for women) Single copies and limited quantities.

Accounting Careers Council
Box 650
Radio City Station
New York, New York, 10019

Careers in Taxation. (Employment opportunities in the field of taxation and suggestions for appropriate high school and post-high school educational backgrounds for preparation for this field.)

Internal Revenue Service
James A. Pugh
National Recruitment Coordinator
U.S. Treasury Department
Washington D.C. 20224

FREE AND INEXPENSIVE MATERIALS

ACCOUNTING (con't.)

Booklets--

Should You Be an Actuary? (Tells what an actuary is, its career requirements, salary, benefits, and college training essentials)

New York Life Insurance Company
51 Madison Avenue
New York, New York 10010

Film--

Men of Account. (Vocational guidance film that dramatizes the challenge of accounting; shows its essential role in many business operations)

American Institute of Certified Public Accountants
666 Fifth Avenue
New York, New York 10010

Kits--

Kits of accounting career information concerning careers in public, private, and governmental accounting.

Accounting Careers Council
Box 650, Radio City Station
New York, New York 10019

CLERICAL AND SECRETARIAL

Booklets--

U.S. Department of State secretaries:

1. *Secretaries, Stenographers, Typists: Assignment: Washington D.C.*
2. *Foreign Services Secretaries: Assignment: Worldwide*
3. *List of Foreign Service Posts*
4. *Your Department of State*

Recruitment Branch
Employment Division
Department of State, U.S.A.
Washington, D.C. 20520

Shorthand Reporting as a Career (Prepared to enable young men and women to explore opportunities and challenges of a career as a shorthand reporter) Single copies.

FREE AND INEXPENSIVE MATERIALS

National Shorthand Reporters Association
25 West Main Street
Madison, Wisconsin 53703

Should You Be a Secretary? (Tells functions of a secretary, rewards, opportunities, training required, financial rewards, special qualities needed for success) 7 pages.

New York Life Insurance Company
51 Madison Avenue
New York, New York 10010

You as a Secretary (Career guidance booklet for those interested in a career as a secretary) 16 pages.

School Department
Royal Office Typewriters
Division of Litton Industries
150 New Park Avenue
Hartford, Connecticut 06106

Your Career as a Secretary. (Explains requirements, duties, opportunities and rewards of secretaryship as a career field, and describes the various types of secretarial positions for which students may prepare) 22 pages, illustrated, available in small quantities to teachers and librarians.

Kits--

Secretarial Career Kit. (Assortment of up-to-date information on what it takes to be a secretary and what secretaries do) Single copies.

National Secretaries Association (International)
616 East 63rd Street
Kansas City, Missouri 64110

Monthly Publication--

Modern Secretary. (Interesting and informative magazine for secretaries) Single copy.

Transylvania Printing Company
139 W. Short Street
Lexington, Kentucky 40501

Films--

Impressions. (A colorful description of the variety of typewriting supplies which work together to create the desired "impressions." It covers the types of paper used for original and carbon copies, the classifications of carbon paper, and the different kinds of typewriter ribbons) 16mm, color, 11 minutes.

IBM Film Library
c/o Modern Talking Picture Service, Inc.
1212 Avenue of the Americas
New York, New York 10036

Filmstrips-- (All of these available from A.B. Dick Company, 5700 West Touhy Avenue, Chicago, Illinois 60648)

The Fluid Duplicator (Explains the fluid process, operating a fluid duplicator, different fluids, blocking techniques) 35mm, color, sound, record included, 15 minutes.

The Master (Shows how to use a master, make corrections, explains fluid duplicating process) 35mm, color, record included, 15 minutes.

The Mimeograph (Shows operating a mimeograph, choosing paper and ink, color work, making adjustments) 35mm, sound, color, record included, 24 minutes.

The Paper Master (Shows how to select the right master and how to use it, correct mistakes, justify lines, use drawing instruments, and file used masters) 35mm, color, sound, record included, 14 minutes.

The Stencil (Shows how to make a stencil for best results) 35mm, sound, color, record included, 22 minutes.

DATA PROCESSING

Booklets--

Computer Careers. (A look at types of careers available in data processing) 22 pp. 40¢

Business Equipment Manufacturing Assn.
1828 L Street, N.W.
Washington, D.C. 20036

Careers, Computers, and You (A look at jobs in the computer field and training for them) 11 pp. 25¢.

American Federation of Information Processing Societies
210 Summit Avenue
Montvale, N.J. 07645

FREE AND INEXPENSIVE MATERIALS

Careers for Women in Data Processing

State of New York Department of Commerce
112 State Street
Albany, New York 12207

Data Processing

Bureau of Vocational Education
State Department of Education
Frankfort, Kentucky

Should You Go Into Electronic Computer Training? (Shows what a programmer does, qualifications and training needed) 7 pages.

New York Life Insurance Company
51 Madison Avenue
New York, New York 10010

Kits—

Digital Equipment Corporation
Educational Products Group
146 Main Street
Maynard, Massachusetts 01754

Films—

A Matter of Some Urgency (Tells the story of an electronic component manufacturer who is handed an order accompanied by an almost impossible deadline. Not only are the efforts and problems of the people involved shown, but also the contributions of the duplicating and copying machines in turning out the paperwork.)

A.B. Dick Company
5700 West Touhy Avenue
Chicago, Illinois 60648

A Computer Glossary (Using highly imaginative animation, pictures, and narrative, this film takes you on a "fantastic voyage" into the complex microcircuity of a computer. The film also defines in basic terms the terminology of computers today such as flowchart, boolean logic, nanosecond, and simulation to give the viewer an enlarged understanding of an electronic data processing.) 16mm, color, 10 minutes.

IBM Film Library
c/o Modern Talking Picture Service, Inc.
1212 Avenue of the Americas
New York, New York 10036

IBM World's Fair Puppet Shows (Two puppet shows--one playlet, Sherlock Holmes unravels the mysterious disappearance of the Glasgow Express by using computer logic; the second playlet, entitled "Computer Day at Midvale," the town of Midvale celebrates the installation of its first computer) 16mm, color, 10 minutes

IBM Film Library
c/o Modern Talking Picture Service, Inc.
1212 Avenue of the Americas
New York, New York 10036

An Introduction to an Electronic Data Processing Center (Shows the operations of a center and the relationship of the center to the businesses it serves) 16mm, sound, color, 11 minutes.

National Cash Register Company
Main and K Streets
Dayton, Ohio 45409

GENERAL BUSINESS

Booklets--

Careers in Insurance (Describes jobs, positions, and careers in property and liability insurance) available in quantity

Educational Division
Insurance Information Institute
110 William Street
New York, New York 10038

Career Opportunities for You (Describes all career opportunities in The Firestone Tire and Rubber Company)

The Firestone Tire and Rubber Company
Akron
Ohio

It's Up to You (A guide to a career in life and health insurance)

Institute of Life Insurance
Educational Division
277 Park Avenue
New York, New York 10017

Puzzled About Your Career?

Household Finance Corporation
Suite 3200, Prudential Plaza
Chicago, Illinois 60601

FREE AND INEXPENSIVE MATERIALS

Opportunities in Life Insurance

State of New York Department of Commerce
112 State Street
Albany, New York 12207

Should You Seek a Career in Life Insurance (Tells about life insurance income and security, openings, training, and opportunities) 7 pages.

New York Life Insurance Company
51 Madison Avenue
New York, New York 10010

Films--

The Man from A.U.N.T.I.E. (Shows how the property and liability insurance business serves its policy holders and the economy) animated cartoon, color, 14 minutes.

Association Films, Inc.
600 Grand Avenue
Ridgefield, New Jersey 07657

Life Insurance--What It Means and How It Works (Tells how modern life insurance operates, explains how it meets people's needs for protection) animated, color, 13 minutes.

General Motors Corporation
Public Relations Staff
General Motors Building
Detroit, Michigan 48202

Filmstrips--

Being a Good Teller (Gives the do's and don'ts in behavior and work patterns. Also gives the procedures for detecting of money frauds, procedures for teller differences, and teller activity during and following a robbery) color.

Bank Administration Institute
303 South Northwest Highway
P.O. Box 500
Park Ridge, Illinois 60068

Terms: Borrower pays the return postage.
Order six weeks in advance.

FREE AND INEXPENSIVE MATERIALS

RELEVANT MATERIALS

Booklets--

Wouldn't It Be a Smart Thing for You to Stay in School? (Tries to see things as they might be tomorrow for the school dropout; available in single copies to teachers and librarians)

U.S. Army Recruiting Command
Commanding General
Attn: Army Opportunities
Hampton, Virginia 23369

Speak When You Write (How to write effective letters by being yourself)

Connecticut Mutual Life Insurance Company
Human Relations Program
140 Garden Street
Hartford, Connecticut 06115

It's Fun to Write Letters (Intended to help make your letters more engaging, interesting, and natural; single copies available to any educator who makes request on official stationery)

Eaton Paper Company
Advertising Department
Pittsfield, Massachusetts 01201

SUPPORTIVE MATERIALS

FOR

UNIT TWO

REFERENCE LIST FOR UNIT TWO

Periodicals

1. "The Balance Sheet," South-Western Publishing Company.
2. "Business Education Forum," National Business Education Association, NEA Center.
3. "Business Teacher," Gregg Division, McGraw-Hill Book Company.
4. "Business Education World," Gregg Division, McGraw-Hill Book Company.
5. "Career World" (a monthly publication, $2.95 per student per school year; $1.75 per student per semester) Curriculum Innovations, Inc.
6. "Today's Education," National Education Association
7. "Today's Secretary," Gregg Division, McGraw-Hill Book Company.

Booklet

1. "The Office and You . . . Careers," Administrative Management Society

Books

1. A Career in the Modern Office, by Phyllis Morrison, Gregg Division, McGraw-Hill Book Company (A Series)

   "Opportunities in Today's Office"
   "Making the Most of Yourself"
   "Making the Most of Your Skills"
   "Getting the Right Job"

2. Dictionary of Occupational Titles, Superintendent of Documents
3. Encyclopedia of Careers and Vocational Guidance, Vol. II, 1972 Doubleday and Company, Inc.
4. Occupational Outlook Handbook, 1972-73 Ed., Superintendent of Documents.

*Addresses of publishers and distributors can be found in the Appendix.

Films

1. "Bookkeeping-Occupations and Opportunities" (Optical sound; 15 minutes, 16mm) Traces the history of bookkeeping from early Babylonians, Egyptians, and Romans through modern times. Shows the importance of keeping accurate records in financial matters and in business inventories. Bailey Film Association.

2. "Is a Career in Clerical Work for You?" (Color; 16 minutes; accompanied by teaching brochure) Takes a close-up look at workers and their work in 14 clerical occupations. Designed to inform and motivate young people primarily in grades 7 through 12. Instructional Media Services, Inc.

3. "The Business Office: Making Things Happen" (Color; 10 minutes; designed for junior and senior high school) A group of students, while planning the prom, learn that behind every organized activity there is a business office. They employ the administrative functions of planning, budgeting, advertising, and decision-making as well as the clerical tasks of scheduling, recording, typing, and bookkeeping. Journal Films.

4. "Opportunities in Clerical Work" (Color, 10 minutes.) Explores the many opportunities for today's clerical worker and stresses the necessity for every applicant to acquire skill of typing as well as the ability to transcribe rapidly. Sterling Educational Films.

Filmstrips

1. "Office Education Series" (Sound, records, 35mm) Presents a general introduction to the secretarial and clerical occupational areas and focuses particular attention on work in a large corporation and on special fields such as medicine and law. Outlines the qualifications and general duties of certain positions and includes basic information on the place of clerical workers in relation to the total office force, training in specific skills, and salaries. International Film Bureau

   "The Administrative Assistant"
   "Clerical Work as a Career"
   "Secretarial Work as a Career"
   "So You Want to be a Secretary"
   "Vocational Objectives"

2. "Office Workers" (Sound; record; 35mm) Describes beginning office jobs which girls most often hold and the jobs to which advancement may be possible. Focuses on office skills such as typing, filing, the use of office machinery, reception work, and bookkeeping. McGraw-Hill Textfilms.

3. "How About Office Work?" Eyegate Filmstrip, Eyegate House, Inc.,

Cassettes and Tapes

1. "Career Development Laboratory" Unrehearsed interviews with men and women in sixty occupations. Educational Progress Corporation.
2. "Clerical Interest Occupations"
3. "Licking Your Job and Your Life"
4. "Preparing for an Office Job" (Set of 6 cassettes or set of 12 reel tapes) Students critically examine the advantages and disadvantages of various available office jobs. The series suggests tips to making a wise career choice in the light of personal talents, abilities, and adaptability to certain types of work. The recordings also provide assistance in grooming and dress, effective personal work habits and techniques, telephone techniques, dictation habits, human relations, preparation for job interview. J.S. Latta, Inc.

Slides

1. "Daily Office Procedures" (22 full color; includes commentary) Show students what work in a modern office is really like. J. Weston Walch, Publisher.

Transparencies

1. Transparencies by 3M, 3M Company.

   "Clerical Occupations and Responsibilities"
   "Office Behavior Attitudes"
   "Traits, Personality, and Appearance in the Office"

Multi-Media

1. Career Exploration Series (Contains 6 filmstrips—1 overview and 5 specific job classifications, 3 cassettes, 2 counselor keys, and 50 student rating charts) Acoustifone Corporation.

   "Clerical Occupations: Office Staffing"
   1. Overview
   2. Secretary
   3. Clerk Typist
   4. Medical Record Technician
   5. File Clerk
   6. Receptionist

   "Data Processing: Computer Technology"

   1. Overview
   2. Computer Programmer
   3. Computer Operator

4. Computer Technician
5. Key Punch Operator
6. Computer Aids Secretary

Posters

1. "Student Attitude Builders" Careers Inc.

2. "Careers for Typists"
"History of the Typewriter"
"Secretarial Careers"
"Stenographic Careers"
"Computers in Occupations"
"Mathematical Machines"
"How to Get Along with Others"

by J. Weston Walch, Publisher

Occupational Kits

1. "Widening Occupational Roles Kit"
"Occupational Exploration Kit"
"Job Experience Kits"
"Career Information Kit"
by
Science Research Associates Inc.

2. Business Careers Kit. Careers, Inc.

Games

1. "Career Games Laboratory." Takes the student through three kinds of careers--professional, technical, service--to a job suitable to his needs. Educational Progress Laboratory.

COMMUNICATE AND INVOLVE PARENTS

Sample Letter

SCHOOL____________________ GRADE__________ TEACHER______________________

STUDENT__________________________________

Dear Parents,

We are launching a career education program in the area of business and office education. As a part of our instructional program we would like for parents who are engaged in any kind of office work--or who work directly with an office--to come to our class and tell students about their occupations. Our students will benefit by contact with an adult who is willing to contribute to the education of our future society. We are sure we will have many important questions to ask.

Will you please complete and return the form below. You will be contacted to arrange a definite date and time. Suggestions for definite things we would like to know about will be made available to you.

Sincerely yours,

____

- -

Please return to the teacher.

NAME____ PHONE____________________

ADDRESS____

____

COMPANY____

OCCUPATION____

I can visit your class on (days and times).

____

____

____

(Signature)___________________________

SAMPLE LETTER TO INTERESTED PARENT

Dear____________________,

Thank you very much for your willingness to participate in our career education program.

The objective of these sessions is not to pursuade students to make career choices. Rather we want to become acquainted with the variety of jobs that exist in offices. We want to know some of the common tasks that are performed in an office.

Your company may have some pamphlets or brochures they would furnish for you to bring along. Please bring some of the business forms and some of the small office equipment you work with. If you can, dress as you do when you go to work.

Here are some of the things we would like to hear about:

--What is your job title?

--What are some of the tasks you perform?

--What skills are important for your job?

--Do you have to meet the public? If so, what attitudes are involved?

--Do you enjoy going to work? Would you recommend it as one of the vocations students should consider?

--Do you consider the pay to be adequate, very good, unsatisfactory?

--What training is required to enter the job? (high school, business school, college?)

--What are the future trends or outlook? What changes in equipment, personnel, training requirements have you experienced in the time you have been in this occupation? Will this type of employment exist when students are ready to enter the business world?

--What are the general working conditions in an office?

--How does this type of career relate to what the students do now in school?

D. BUSINESS RESOURCE QUESTIONNAIRE

1. What is the name of your business?____________________________________

   A. Address____

   B. Phone____

2. Who should be contacted to arrange for a visit?______________________

   A. Position with firm____

   B. Phone____

3. Would someone be able to visit the classroom to prepare for the trip or follow it up?____

4. How many can be accommodated at one time?____________________________

5. How many school groups can be handled per year?______________________

6. What is the most convenient time of year to visit?_____________________

7. What is the most convenient time of week to visit?_____________________

8. What is the most convenient time of day to visit?______________________

9. How much time can be allowed for the visit?___________________________

10. Is there ample parking space?____

    A. Bus____

    B. Car____

11. Do you have special exhibits, films, tapes, etc., that could be used for instructional purposes? If so, what are the subjects and how may they be secured?____
    ____

12. Is guide service provided? ____

13. Are there any special safety precautions to be observed during this visit?____

14. In what other ways can the business and industries of this area contribute to the education of our young?____________________________
    ____

15. What can the school community do for you?____________________________
    ____
    ____

Professional Organizations

Administrative Management Society
Willow Grove, Pennsylvania 19090
Robert Walter, Executive Director

American Federation of Information Processing Societies
210 Summit Avenue
Montvale, New Jersey 07645

American Management Association
135 W. 50 Street
New York, New York 10020

Association of Data Processing Service Organizations
420 Lexington Avenue
New York, New York 10017

Business Equipment Manufacturers Association
1828 L Street, N.W.
Washington, D.C. 20036

In-Plant Printing Management Association
927 Old York Road
Abington, Pennsylvania 19001

International Association of Visual Communication Management
305 S. Andrews Avenue
Fort Lauderdale, Florida 33301

Life Office Management Association
757 Third Avenue
New York, New York 10017

National Association of Purchasing Management
11 Park Place
New York, New York 10017

National Office Products Association
740 Investment Building
Washington, D.C. 20005

The National Secretaries Association (International)
616 E. 63rd Street
Kansas City, Missouri 64110

Writing Instrument Manufacturers Association
1627 K Street, N.W.
Washington, D.C. 20006

AUDIO-VISUAL REPORT ______

1. Type of presentation: ______
2. Title: ______
3. Theme of presentation: ______

______

4. Information I received from this presentation: ______

______

______

______

______

______

______

5. How can I apply this to my life? ______

______

______

______

______

______

6. Was this presentation helpful to you? (Explain) ______

______

______

______

______

______

______

OFFICE
OVERVIEW
OBSERVATION SURVEY

Name of Student ____________________

Name of School ____________________

Name of Career Club ____________________

Name of Firm ____________________

Name of Supervising Person in Firm ____________________

Product or Service of Firm ____________________

____

DIRECTIONS: Read the following statements. Observe the office situation and then place a check in the appropriate yes or no column.

	Yes	No
1. ATMOSPHERE		
A. Clean, bright, and attractive surroundings		
B. Colorful and comfortable furniture		
C. Air conditioned or adequately heated		
D. Pleasant sounds and relatively quiet		
E. Contributes to concentration and acceptable work		
2. GROOMING AND DRESS		
A. Well groomed: an over-all appearance of cleanliness		
B. Appropriately dressed:		
Girls		
a. dress or pant suit rather than jeans and sweatshirt		
b. dress shoes and hose rather than bare feet or slip-on sandals		
c. suitable jewelry rather than spangles and/or beads		
Boys		
a. Suit or slacks and shirt with tie rather than jeans or sweatshirt		
b. dress shoes and socks rather than bare feet and sandals		
c. conservative jewelry as tie pin and watch rather than beads		

OFFICE OVERVIEW OBSERVATION SURVEY (Cont.)

DIRECTIONS: Furnish the information called for in the space provided.

3. KINDS OF MACHINES USED	NAME
A. Machines with keyboards	
B. Machines that make more than one copy	
C. Machines that compute mathematical problems	
D. Machines that record information	
E. Machines that rearrange information and put it into usable form	
4. Major tasks performed	

Exploratory Experience Agreement

Student Observer____
Address________________________________Telephone No.____________
Exploratory Job Family____________________Exploratory Firm__________
Firm Address____________________________Telephone No.____________
Department in which exploring______________Supervisor________________
Dates of exploratory experience____________ __________________________
Time each day (hours)_____________________ __________________________

The observation experience is one phase of exploration. Its principal objective is to permit the "Student-Observer" to explore an occupation in which he believes he has a career interest.

Terms of the Exploratory Agreement

1. The status of the student, while observing, will be that of student-observer.
2. The student agrees to abide by all agreed and implied terms included in the exploratory agreement.
3. The student-observer will observe for a period of time, without pay, the activities of this occupation under the supervision of the assigned individual (s) at a cooperating firm and the parent or teacher.
4. The cooperating firm will move the student-observer from job to job within his interest area in order that he or she may become better informed.
5. The parents are responsible for transportation arrangements, if needed.
6. The parent or teacher will assist with any problems of the student-observer.
7. If the parent or teacher, or other individuals concerned in this agreement deem that conditions warrant, the student-observer will be removed from the exploratory experience when such action is for the best interests of all parties.

We, the undersigned, indicate by our signature we have read and understand the purpose for the exploratory experience.

____________________________ ____________________________
Student Parent

____________________________ ____________________________
Representative-Cooperating Firm School Principal or Chairman of the Program

(Copy to: Cooperating Firm, Student-Observer, Participating Parent)

*Source Unknown

FIELD TRIP REPORT (Date) ____________

1. Place of visit: ____________________

2. Time: ____________ Date: ____________

3. Purpose of trip: ____________________

4. Areas and specialties I observed: ____________________

5. People I met: ____________________

6. Brief summary of trip: ____________________

7. What I enjoyed most about the trip: ____________________

Play

THE LIFE OF A CLERICAL WORKER

Setting: This is an office scene. Provide for an office atmosphere in an appropriate place in the classroom.

Furniture: 2 desks, 3 chairs
Equipment: 2 toy telephones, one for each desk; typewriter; stapler; overhead projector and screen
Materials: Several manila folders, strip of adding machine tape, shorthand notebook and 2 pens, ditto master, magazine, small note pad, several sheets of typing paper

Suggestions for presentation of the play:

1. Ask a shorthand student or teacher to visit the class. Using the overhead projector, let the class observe the teacher or student writing shorthand as Mr. Boss dictates his letter.

2. Notice that throughout the script there appear in brackets suggestions for the use of transparency masters which are correlated with the dialogue. It will add to the interest of the class if students can observe the items that are being talked about.

Characters: Announcer
Mr. Boss, Office Manager
Miss Greeter, Receptionist
Mr. Parker, Customer
Miss Steno, Stenographer
Miss Filer, File Clerk
Mr. Voucher, Bookkeeper
Miss Stencil, Duplicating Machine Operator

Scene I

The Receptionist, Manager, and Customer

(Mr. Boss and Miss Greeter are seated at their desks. The announcer enters.)

ANNOUNCER: A receptionist is important to an organization. Visitors first come in contact with the receptionist, and she has the first opportunity to make the visitor think favorably of her employer. This episode takes place in the Office Manager's office. The name of the organization is Information Unlimited. The time is 10 a.m. In Scene I you will meet Mr. Boss, Office Manager; Miss Greeter, Receptionist; and Mr. Parker, Customer. The scene opens with Mr. Parker approaching Miss Greeter's desk.

(Miss Greeter types and Mr. Boss signs correspondence)

MISS GREETER: Good morning. May I help you?

MR. PARKER: Yes, I would like to talk with Mr. Boss.

MISS GREETER: May I tell him who is calling and the nature of your business?

MR. PARKER: Yes, I am Henry Parker of The Job Book Company. I want to get some information on attitudes that are necessary for succeeding on the job.

MISS GREETER: All right. Won't you please have a seat. I will let Mr. Boss know that you are here.

MR. PARKER: Thank you. (takes a seat)

MISS GREETER: (writes a note and takes it to Mr. Boss's desk)

MR. BOSS: (reads note) Thank you, Miss Greeter. Tell Mr. Parker that I will talk with him in about five minutes.

MISS GREETER: All right, I will tell him. (returns to her desk) Mr. Parker, Mr. Boss will see you in about five minutes. Would you like to look at one of our publications while you wait? (offers him a magazine)

MR. PARKER: Yes, I would. Thank you very much.

MISS GREETER: (telephone rings) Good morning, Information Unlimited, Miss Greeter speaking. (pause) Mr. Blank is attending a meeting this morning. May I have him call you this afternoon? (makes note) I'll leave the message on his desk. (pause) You're welcome.

MR. BOSS: (stands) Come in, Henry, and have a seat. (turns to Miss Greeter) Miss Greeter, thank you for filling in for my secretary. Will you contact Miss Steno from the stenographic pool and ask her to report to my office.

MISS GREETER: Yes, I'll be glad to. (exit)

(Mr. Parker takes a seat in the chair by Mr. Boss's desk)

(End of Scene I)

Scene 2

Manager, Stenographer, and Other Clerical Workers

Setting: Same as in Scene I

(Miss Steno and Mr. Boss are seated at their desks. The announcer enters)

ANNOUNCER: Clerical work covers a variety of duties. In this scene, you will meet the stenographer and other clerical workers and observe some of their duties. The characters are Mr. Boss, Office Manager; Miss Steno, Stenographer; Miss Filer, File Clerk; Mr. Voucher, Bookkeeper; and Miss Stencil, Duplicating Machine Operator.

(Miss Steno types and Mr. Boss signs correspondence)

MR. BOSS: Miss Steno, will you please take a letter.

MISS STENO: Yes, Sir. (Picks up her notebook and pen, moves her chair to the side of Mr. Boss's desk)

MR. BOSS: This letter is to Mr. Henry Parker (Miss Steno begins to write in her shorthand notebook) Mr. Henry Parker, The Job Book Company, Information Street, Office, Kentucky. Dear Mr. Parker: As you requested on March 22, I am sending you a list of attitudes that are necessary to be successful as an office worker. Paragraph. Most personnel managers agree that all office workers must be loyal, dependable, cooperative, and tactful. They must be willing to follow instructions. Paragraph. If we can help you in any other way, please let us know. Yours truly, I.R. Boss, Office Manager, Information Unlimited.

Make a carbon copy for the files.

MISS STENO: All right, Mr. Boss, is there anything else you would like for me to do?

MR. BOSS: Yes, will you call Miss Filer and ask her to bring her files on the Job Book Company.

MISS STENO: Certainly. (returns to her desk and dials phone)

MISS STENO: Miss Filer, this is Miss Steno speaking. Will you please bring your files on the Job Book Company to Mr. Boss's office.

MISS STENO: Thank you. (hangs up the phone and returns to Mr. Boss's desk) Miss Filer will be here right away.

MISS FILER: (approaches Mr. Boss's desk carrying several manila folders with letters in each) Here are the files, Mr. Boss. May I find something for you?

MR. BOSS: Yes, will you give me the correspondence we have for Mr. Henry Parker.

MISS FILER: Yes, just a minute. (thumbs through files saying some letters of the alphabet, and then--) P--Page, Paine, Parker. Here you are, Sir. (hands him the letters)

MR. BOSS: Thank you, Miss Filer. That's all I needed.

MISS FILER: You're welcome, Mr. Boss. (Exits)

MR. BOSS: (to Miss Steno) Will you please staple these for me so they won't get out of order. The bookkeeper will need to see these.

MISS STENO: Certainly. (takes papers, staples them, and returns them to Mr. Boss)

MR. BOSS: Now, one more thing--when you have finished transcribing the letter that I dictated will you ask the duplicating machine operator to run off copies for the office personnel?

MISS STENO: All right, anything else?

MR. BOSS: No, that will be all for now. (Miss Steno starts back to her desk) Oh, I almost forgot--will you call the Bookkeeping Department and ask Mr. Voucher to bring the figures for Mr. Henry Parker's account. Mr. Parker tells me that he believes there was a mistake on his bill for this past month.

MISS STENO: I'll be glad to. (returns to desk and dials phone)

MISS STENO: Mr. Voucher, Mr. Boss would like for you to bring the figures on Mr. Henry Parker's account. Mr. Parker says he thinks there's a mistake on his statement for this past month.

MR. VOUCHER: All right, Miss Steno. I'll check the purchase orders and invoices again. Then I'll bring the figures for Mr. Boss to see.

MISS STENO: Thank you. (begins to type letter)

(Mr. Voucher approaches Mr. Boss's desk)

MR. BOSS: Come in, Voucher. Have a seat. (hands Mr. Voucher the stapled papers) Henry Parker tells me he thinks there is an error in his bill for last month. This is the correspondence we have had from him.

MR. VOUCHER: (thumbs through papers) Here is Mr. Parker's purchase order [transparency master] and here is the invoice [transparency master] for last month. I have rechecked these figures on the adding machine [transparency master] and they are correct. I have checked the figures on his statement [transparency master] against these, and everything seems to be in order. You may check the figures for yourself, if you would like. (hands Mr. Boss the adding machine tape) [transparency master]

MR. BOSS: Uhm . . . (checks figures on the tape with those of the purchase order and invoice) Yes, everything seems to be in order. Thank you, Mr. Voucher, I'll contact Parker by phone. (Mr. Voucher, smiles, nods, and exits)

(Mr. Boss reads and signs correspondence)

MISS STENO: (dials phone)

MISS STENO: Jan, this is Pat Steno, I have a letter I want duplicated. Would you mind to come to my office?

MISS STENCIL: I'll come right up. (enters and approaches Miss Steno's desk) Hi, Pat, guess what? I think my boss is having an affair with one of the girls in the stenographic pool!

MISS STENO: (gives Miss Stencil an icy stare) Now, Jan, is that being loyal?

MISS STENCIL: (hesitatingly) Well, no---I guess not. But I was just dying to tell someone . . . What is it you want me to do?

MISS STENO: (hands Miss Stencil the letter) Here is the letter I want you to duplicate for me. Ask the clerk-typist to type it on a spirit master (holds up a spirit master, turns back front page, and exposes the carbon) Then you run off enough copies on the duplicating machine [transparency master] so each of the office personnel can have a copy.

MISS STENCIL: O.K., Pat, be glad to. (starts to exit and turns back) Listen, Pat, don't say anything about what I told you about my boss.

MISS STENO: O.K., but bite your tongue the next time. (smiles)

(Miss Stencil exits)

MR. BOSS: Miss Steno, will you get me Henry Parker on the phone.

MISS STENO: Yes sir. (dials phone)

THE END

MY JOB ANALYSIS

My Name ____________________

My Grade in School __________ Date __________

This Job Study is on ____________________

DUTIES I WOULD PERFORM ON THE JOB	The most common tasks on this job are ____________________ Other tasks I may be called on to do are ____________________
PERSONAL QUALITIES I NEED FOR THIS JOB	Mental abilities I need are (mathematics, verbal, clerical etc.) ____________________ Interests I would need are (people, machines, data, etc) ____________________ Physical requirements I should meet are (hearing, sight, strength, etc.) ____________________
EDUCATION AND/OR TRAINING I WOULD NEED FOR THE JOB	Usual kind of education required is (high school, business school, junior college, senior college) ____________________ Kinds of training available on the job are ____________________ Experience background required is ____________________

MY JOB ANALYSIS

FUTURE OUTLOOK FOR THIS JOB	Is this job changing? Yes______ No______. If yes, describe how it is changing. Is it likely that a job in this area will be available within the next 5 years?______
SALARY I COULD EXPECT ON THIS JOB	Salary I could expect on this job after leaving high school would be______ Salary after I have worked on this job for five years would be______ I would be paid for working overtime by time off, 1 1/2 time, (hourly wage plus 1/2 that amount,)etc.______
HOURS I WOULD WORK ON THIS JOB	I would work ______ hours per day. I would work ______ days per week. I would work at night (Circle one) Never - Always - Sometimes
EXTRA BENEFITS OF THIS JOB	Extra, "fringe," benefits of this job are: (Check the ones which apply) _____ Hospitalization _____ Pension Plan _____ Sick Pay _____Paid Vacations _____Paid Holidays
MY LIKES AND DISLIKES ABOUT THIS JOB	WHAT I LIKE WHAT I DISLIKE

WHAT I HAVE READ ABOUT MY JOB

Name______________________________ Date____________________________

Books, Magazines, Articles, Newspaper, Pamphlets

Please keep a record here of anything you read about the job you are most interested in. If you need more forms, ask your teacher.

Name of Article, Book, etc.____

Author_________________________________ Date of Publication_________________

Where Found____________________________ Date Read___________________________

Brief description of field covered___________________________________

____

____

____

Name of Article, Book, etc.____

Author_________________________________ Date of Publication_________________

Where Found____________________________ Date Read___________________________

Brief description of field covered___________________________________

____

____

____

Name of Article, Book, etc.____

Author_________________________________ Date of Publication_________________

Where Found____________________________ Date Read___________________________

Brief description of field covered___________________________________

____

____

____

AUDIO-VISUAL REPORT ______________

1. Type of presentation: ______________________________________

2. Title: ______________________________________

3. Theme of presentation: ______________________________________

____

4. Information received from presentation: ______________________________________

____

____

____

____

____

____

5. Was presentation helpful? (Explain) ______________________________________

____

____

____

____

____

____

____

LEARNING EXPLORATORY ACTIVITY PACKAGE

To the student:

This LEAP, Learning Exploratory Activity Package, is designed to give you an opportunity to participate in some "hands-on" activities in the Business and Office Cluster.

Each project in the LEAP has been written so that you may complete the exploratory activity with little or no help from your teacher. The necessary explanations and working materials have been included in your package.

It is hoped that you enjoy your LEAP into the World of Business and Office.

RECEPTIONIST

Project 1 A - Visitor Record

Exploration: The student should be able to complete three office forms normally kept by a receptionist.

DIRECTIONS: Mr. Henry Parker, owner of The Job Book Company, visited the office of Mr. Boss, Office Manager, this morning at 10 o'clock. Mr. Parker indicated that he was interested in receiving information concerning office employee attitudes.

Miss Greeter, Receptionist, keeps a daily record of each caller. Can you furnish the necessary information for Mr. Parker on the form below?

INFORMATION UNLIMITED

Visitor Record

Name ____

Organization ______________________________________

Date ____________________ Time ____________________ a.m.
p.m.

Nature of Business ________________________________

____

____

____

____

Person to Whom Referred ___________________________

____

RECEPTIONIST

Project 1 B - Telephone Message

DIRECTIONS: On the following page is a form designed for taking telephone messages. Can you complete the form, furnishing the information included in the skit "Telephone Conversation," which appears below.

TELEPHONE CONVERSATION

The place is Information Unlimited. The time is 2:00 p.m. The telephone rings. With a pad and pencil in her right hand, Miss Greeter picks up the receiver with her left hand. She is prompt in answering.

MISS GREETER: (Speaking in a pleasant tone) Good morning, Personnel Office, Miss Greeter speaking.
CALLER: Good morning, Miss Greeter. This is Mr. Harris. Is Mr. Boss there?
MISS GREETER: No, I'm sorry, Mr. Harris. Mr. Boss is out this afternoon. He will be in tomorrow morning. Would you like Mr. Boss to call you?
CALLER: No, Miss Greeter, but will you please give him a message for me?
MISS GREETER: Yes, of course.
CALLER: Just tell Mr. Boss that there will be a meeting of the Board of Directors tomorrow afternoon at 3:00 at the Brown Hotel on Broadway.
MISS GREETER: I'll tell him the first thing in the morning.
CALLER: Thank you, Miss Greeter.

TELEPHONE MESSAGE FORM

IMPORTANT MESSAGE

For ______________________________

Date ____________________ Time ____________

While You Were Away

Mr. ______________________________

of ______________________________

Phone No. ______________________________

Telephoned		Please Call Him	
Called To See You		Will Call Again	
Wants To See You		Rush	

Message ______________________________

____

____

____

____

Signed ______________________________

RECEPTIONIST

Project 1 C - Telephone Messages*

DIRECTIONS: The telephone calls below were received on today's date. See if you can complete the telephone message form, furnishing the correct information.

1. Mr. John A. Brown of Chicago called Mr. Alfred Adams at 9:30 a.m. regarding Order B-325-R. Mr. Brown's telephone number is 402-763-6543. He will call again at 2:00.

2. Mrs. William Jones called Mr. Jones (her husband) at 1:00 p.m.

3. Mr. Harry Adams of Cincinnati called Mr. Thomas Johnson at 11:45. Mr. Adams said that he had received Order No. 65201 but had not received Order No. 55201, which had been placed a week before Order No. 65201. Mr. Adams' telephone number is 215-229-8023.

4. Mr. Carl Kanmer called Mr. Roger Martin at 3:15. He will meet Mr. Martin at 5:30 at the club.

---

*Adapted from materials by Mrs. Judy Given, Bowling Green Junior High School by permission.

RECEPTIONIST

Project 1 D - Telephone and Visitor Record*

DIRECTIONS: Miss Greeter, Receptionist, has been assigned a number of duties, including typing reports. But her primary responsibilities are to greet callers and to handle the telephone calls that come into her company. In an effort to learn how much work there is at her desk, Miss Greeter has been asked to keep a record of the number of visitors and the number of telephone calls she receives as well as how many calls she makes each day. Below are the records for five days. See if you can tally each day's record and prepare a report showing how many visitors and how many calls were handled for this past week.

(Date)

Monday, ____________________________

Outgoing local calls: 𝍸 𝍸 𝍸 ||

Outgoing long-distance calls: 𝍸 ||

Incoming calls: 𝍸 𝍸 𝍸 𝍸 |

Callers: 𝍸 ||

Tuesday, ____________________________

Outgoing local calls: 𝍸 𝍸 𝍸 𝍸

Outgoing long-distance calls: 𝍸 𝍸 |||

Incoming calls: 𝍸 𝍸 𝍸 𝍸 |

Callers: 𝍸 ||

Wednesday, ____________________________

Outgoing local calls: 𝍸 𝍸 𝍸 ||||

Outgoing long-distance calls: 𝍸 |||

Incoming calls: 𝍸 𝍸 𝍸 |||

Callers: 𝍸 𝍸 𝍸 |

*Adapted from an exercise by Mrs. Judy Given, Bowling Green Junior High, by permission.

RECEPTIONIST

(Cont.)

(Date)
Thursday, ____________________

Outgoing local calls: 𝍸 𝍸 𝍸 |||

Outgoing long-distance calls: 𝍸 |

Incoming calls: 𝍸 𝍸 𝍸 |

Callers: 𝍸 |||

Friday, ____________________

Outgoing local calls:

Outgoing long-distance calls:

Incoming calls:

Callers:

STENOGRAPHER

Project 2 A - Shorthand

Exploration: The student should be able to identify and write selected shorthand symbols.

Mr. Boss, Office Manager, dictates a letter to Miss Steno, Stenographer. Mr. Boss says:

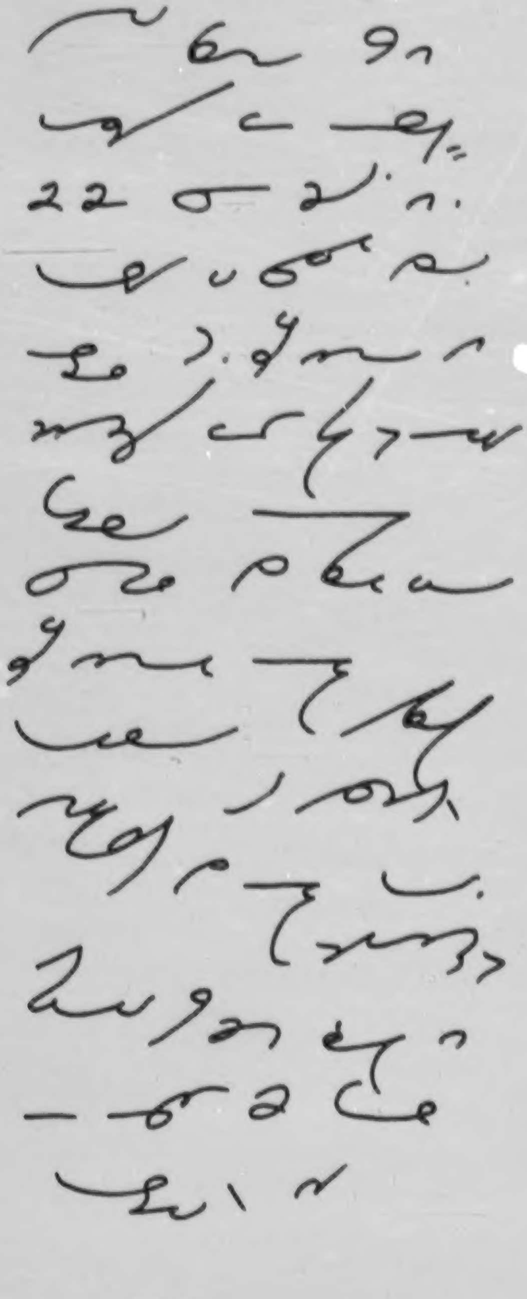
> Dear Mr. Parker:
>
> As you requested on March 22, I am sending you a list of attitudes that are necessary for an office worker to succeed on the job.
>
> Most personnel managers agree that all office workers must be loyal, dependable, cooperative, and tactful. They must be willing to follow instructions.
>
> If we can help you in any other way, please let us know.
>
> Yours truly,
>
> INFORMATION UNLIMITED
>
> I.R. Boss, Office Manager

Miss Steno's shorthand notes appear on the following page.

STENOGRAPHER

Project 2 A - Shorthand

Miss Steno writes the words in shorthand as Mr. Boss dictates them. Her shorthand notes look like this.



STENOGRAPHER

Project 2 A - Shorthand

DIRECTIONS: The entire letter--with the exception of some words which have been omitted--has been transcribed for you. The blank spaces indicate that a word has been omitted. Can you write the appropriate shorthand symbol by referring to the shorthand key on the following page? The first two underlines have been completed for you.

_9_ _ɑ_ requested _____ March 22, _____ _____ sending _____ _____ list _____ attitudes that _____ necessary _____ _____ office worker _____ succeed on _____ job.

_____ personnel managers agree _____ _____ office workers must _____ loyal, dependable, cooperative _____ tactful. They must _____ willing _____ follow instructions.

If we _____ help _____ in any other way, please let us _____.

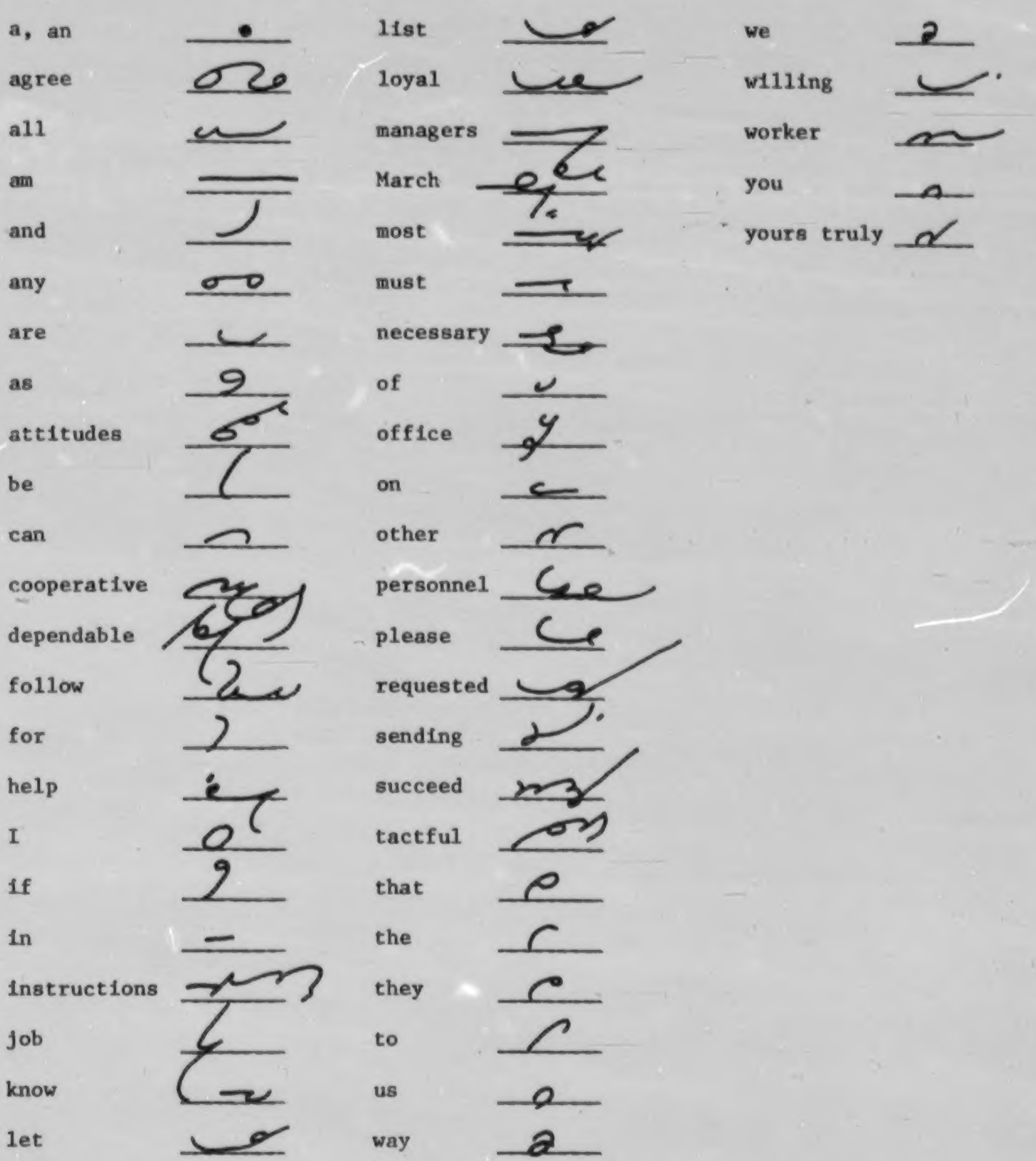
_____________________,

STENOGRAPHER

Project 2 A - Shorthand

Shorthand Key

Here is your reference for your Shorthand Symbol letter.


a, an
agree
all
am
and
any
are
as
attitudes
be
can
cooperative
dependable
follow
for
help
I
if
in
instructions
job
know
let
list
loyal
managers
March
most
must
necessary
of
office
on
other
personnel
please
requested
sending
succeed
tactful
that
the
they
to
us
way
we
willing
worker
you
yours truly

STENOGRAPHER

Project 2 B - Rough Draft

Exploration: The student should be able to correct a business letter in rough draft form to a mailable business letter.

DIRECTIONS: Mr. Boss has tried his hand at typing. But, as you can see, corrections had to be made. Can you put this letter into mailable form? You will need to know the meanings of some of the common proofreaders' marks.

^	Insert	⊐	Move Right	∿	Transpose
⌢	Close Up	⊏	Move Left	#	Space
ℓ	Delete	≡	Capitalize	¶	Paragraph

Mr. Herb^ert Kennedy
Future Business Leaders to america
Madison Junior High School
Richmond, Ky. 5 8234 Spell out

Dear Mr. Kennedy:

shall ~~will~~ We be glad to have you and your career club visit our office. We like to meet young people who are interested in office work.

The month of ^May ~~April~~ is a busy one forour # sch edule. If it will ~~can~~ be convenient for your to plan your vi$\overset{i}{s}$t for June ~~May~~, we shall ~~will~~ look for ward to your visit th$\overset{e}{a}$n. ¶ Please complete the schedule form indicatnig which date your prefer.

⊏ Yours ^very truly,

⊏ I. # R. Boss

STENOGRAPHER

Project 2 C - Typewriting

Exploration: The student should be able to use a typewriter in order to type portions of a letter.

DIRECTIONS: Miss Steno transcribes her letters on the typewriter.

If you know how to type insert your paper into the typewriter and copy just the body of the letter on Page 4 of this LEAP.

If you do not know how to type, ask someone who does know how to help you insert your paper into the machine and set the margins. Use the "hunt and peck method" and copy at least two sentences from the letter on Page 147 of this LEAP.

STENOGRAPHER

Project 2 B - Typewriting

DIRECTIONS: Can you solve this typewriting mystery? Here is the procedure:

1. Insert the paper into the typewriter and roll it until it appears in front. Then turn the roller the number of times shown on the directions sheet which appears on the following page.

2. Engage the shift lock key on the typewriter and follow the directions below.

   "sp" means strike the space bar. 18 "sp" means strike the space bar 18 times.

   "X" means strike the X. 15 "X" means strike the X 15 times.

   "_" means strike the underscore. 41 __ means strike the underscore 41 times.

   "?" means strike the ? 1 ? means strike the ? 1 time.

   "O" means strike the O. 11 O means strike the O 11 times.

   "(" means left parenthesis. 1 (means strike the (one time.

   ")" means right parenthesis. 1) means strike the) one time.

3. When you finish one line, return the carriage and begin the next. Follow the directions carefully.

STENOGRAPHER

Project 2 C - Typewriting

Typewriter Mystery

DIRECTIONS: Go down 22 spaces from the top. Set the left margin at 0 and the right margin at 100.

Line

1 - 25 sp 37X

2 - 24 sp 39X

3 - 23 sp 41X

4 - 23 sp 41X
and
4 - 23 sp 41_

5 - 22 sp 1? 1 sp 1? 37 sp 1? 1 sp 1?

6 - 21 sp 1? 3 sp 1? 35 sp 1? 3 sp 1?

7 - 22 sp 1? 1 sp 1? 37 sp 1? 1 sp 1?
and
7 - 23 sp 41_

8 - 23 sp 12X 18 sp 12X

9 - 23 sp 12X 18 sp 12X

10 - 23 sp 13X 16 sp 13X

11 - 23 sp 42X

12 - 23 sp 42X

13 - 23 sp 6X 4 sp 12 0 with one sp between each 0, 3 sp 6X

14 - 23 sp 6X 5 sp 11 0 with one sp between each 0, 4 sp 6X

15 - 23 sp 6X 4 sp 12 0 with one sp between each 0, 3 sp 6X

16 - 23 sp 6X 5 sp 12 0 with one sp between each 0, 2 sp 6X
and
16 - 35 sp 18_

17 - 23 sp 6X 5 sp 1(18_ 1) 5 sp 6X

18 - 24 sp 40X

19 - 25 sp 38X

```
    XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
   XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
  XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
  XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 ? ?                                     ? ?
?   ?                                   ?   ?
 ?_?_____________________________________?_?
  XXXXXXXXXXXX                  XXXXXXXXXXXX
  XXXXXXXXXXXX                  XXXXXXXXXXXX
  XXXXXXXXXXXXX                XXXXXXXXXXXXX
  XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
  XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
  XXXXXX    0 0 0 0 0 0 0 0 0 0 0 0   XXXXXX
  XXXXXX     0 0 0 0 0 0 0 0 0 0 0    XXXXXX
  XXXXXX    0 0 0 0 0 0 0 0 0 0 0 0   XXXXXX
  XXXXXX     0 0 0 0 0 0 0 0 0 0 0 0  XXXXXX
  XXXXXX     (__________________)     XXXXXX
   XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
    XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
```

STENOGRAPHER

Project 2 D - Carbons

Exploration: The student should be able to use carbon paper in order to make one carbon copy.

DIRECTIONS: Miss Steno makes carbon copies of information that is filed for future reference. Can you make one carbon copy of the list "Desirable Qualities in Office Workers" which appears on the following page?

You may type the information, or if you prefer, you may use a pencil. If you use a pencil, apply more pressure than is necessary for ordinary writing.

To make a carbon copy follow these instructions:

(Materials needed: 1 sheet of carbon paper, 2 sheets of plain paper)

1. Place a sheet of plain paper flat on the desk.
2. Place a sheet of carbon paper, glossy side down, over the first sheet.
3. Place a sheet of plain paper over the carbon paper. This is called a "carbon pack."
4. Write on the top sheet of paper. (Note: If you are typing the information, turn the pack so that the glossy side of the carbon paper faces you. Then insert all three pages into the machine.)

STENOGRAPHER

Project 2 D - Carbons

Desirable Qualities in Office Workers

1. Loyalty
2. Dependability
3. Initiative
4. Honesty
5. Cooperation
6. Willingness to learn
7. Willingness to follow directions
8. Acceptance of criticism

FILE CLERK

Project 3 A - Filing

Exploration: The student should be able to place names in the proper alphabetic filing order.

DIRECTIONS: Miss Filer, File Clerk, promptly finds the important papers that have been filed for future reference. The secret to filing is "finding" not just "putting away."

On this project you will prepare names for filing by learning to index and sort. After you have learned these steps in filing, then you will prepare and file Student Identification Cards.

Are you ready for a voyage into the first phase of filing? Turn the page and begin.

FILE CLERK

Project 3 A - Filing

INDEXING

In order to place the names of people into proper filing order, it is necessary to break the names down into units by following a set of rules.

This is called INDEXING.

Rule One. Arrange a person's name for filing by printing his last name first (Unit 1), his first name second (Unit 2), and his middle name or initial third (Unit 3).

Example

Name	Unit 1	Unit 2	Unit 3
Howard R. Brown	Brown	Howard	R.

If you understand this rule you may proceed to EXERCISE ONE on Page 162.

Rule Two. When two persons have the same last name, the first name (Unit 2) will determine the filing order.

Example

Name	Unit 1	Unit 2	Unit 3
James Allen Mason	Mason	James	Allen
Ken Miller Mason	Mason	Ken	Miller

If you understand this rule, you may proceed to EXERCISE TWO on Page 163.

Rule Three. When both the last name and the first name of two people are the same, the middle name (Unit 3) determines the filing order. If both middle names start with the same letter, but one is a full name and the other is an initial, the initial comes first.

Example

Name	Unit 1	Unit 2	Unit 3
Mary J. White	White	Mary	J.
Mary Jane White	White	Mary	Jane

If you understand this rule, you may proceed to EXERCISE THREE on Page 164.

Rule Four. Prefixes in the last name (Mc, Mac, De) are considered as part of the last name (Unit 1) and are not considered a separate filing unit.

Example

Name	Unit 1	Unit 2	Unit 3
Janet McMurtry	McMurtry	Janet	

FILE CLERK

Project 3 A - Filing

(Cont.)

If you understand this rule proceed to EXERCISE FOUR on Page 165.

Complete EXERCISE FIVE on Page 166.

You have now learned the INDEXING rules.

FILE CLERK

Project 3 B - Filing (Sorting)

Sorting is simply the alphabetizing of papers before placing them in the file drawer. This saves time.

ACTIVITY ONE

Go back to Exercise Five and arrange the list of names in alphabetical order.

ACTIVITY TWO

1. Refer to the Student Identification Card sheet on Page 167.
2. Complete a card for ten of your classmates. (Arrange each name by units in the correct filing order; i.e., Jones, John Henry.)
3. Cut the cards apart. You now have ten cards.
4. Sort (alphabetize) your Student Identification Cards. Follow this procedure.
   - A. Sort the cards into small piles according to the letters of the alphabet.
   - B. Alphabetize the cards in each pile. For example "Baldwin" is placed before "Becker."; "Blaine" is placed behind "Becker."
5. Store your Student Identification cards. A small file box or cardboard box is sufficient.

FILE CLERK

Project 3 A - Filing (Indexing)

EXERCISE ONE A

DIRECTIONS: Arrange the names below in the proper unit order. Refer to Rule One if you need help.

Name	Unit 1	Unit 2	Unit 3
John R. Jones			
Thomas A. Doyle			
David Ray Murphy			
Ronald Dean Thompson			
Harry B. Jackson			
William James Randall			
Fred Warren Davis			
Charles Collins Wilson			
Mary Martha Kelly			
Sue Ellen Mason			

EXERCISE ONE B

DIRECTIONS: Arrange the names listed under Unit 1 in alphabetical order.

Unit 1

FILE CLERK

Project 3 A - Filing (Indexing)

EXERCISE TWO A

DIRECTIONS: Arrange the names below in the proper unit order. Refer to Rule Two if you need help.

Name	Unit 1	Unit 2	Unit 3
Nancy M. Moore			
Thomas Henry Moore			
Earl Conley Moore			
Patricia Ryan Moore			
Louis J. Moore			

EXERCISE TWO B

DIRECTIONS: Arrange the names in Unit 2 in alphabetical order.

____

____

____

____

____

FILE CLERK

Project 3 A - Filing (Indexing)

EXERCISE THREE A

DIRECTIONS: Arrange the names below in unit order. Refer to Rule Three if you need help.

Name	Unit 1	Unit 2	Unit 3
James G. Walker			
James George Walker			
James Henry Walker			
James Taylor Walker			
James T. Walker			

EXERCISE THREE B

DIRECTIONS: Arrange the names listed under Unit 3 in correct alphabetic order.

____

____

____

____

____

FILE CLERK

Project 3 A - Filing (Indexing)

EXERCISE FOUR A

DIRECTIONS: Arrange the names below in the proper unit order. Refer to Rule Four if you need help.

Name	Unit 1	Unit 2	Unit 3
John C. McMurtry			
Roger R. O'Brien			
Alice Mae DeBorde			
Kenneth T. MacDonald			
Jerry L. LeLaine			

EXERCISE FOUR B

DIRECTIONS: Arrange the names listed under Unit 1 in alphabetical order.

____

____

____

____

____

FILE CLERK

Project 3 A - Filing (Indexing)

EXERCISE FIVE

DIRECTIONS: Arrange the following lists of names by units in the correct filing order.

Example.

Name	Filing Order
Howard B. Jones	Jones, Howard B.

Name **Filing Order**

1. Thomas A. Doyle ______________________
2. Sue Ellen Mason ______________________
3. David Ray Murphy ______________________

If you need help, refer to Rule One.

4. Louis J. Moore ______________________
5. Thomas Henry Moore ______________________
6. Patricia Ryan Moore ______________________

If you need help refer to Rule Two

7. James T. Walker ______________________
8. James Taylor Walker ______________________

If you need help refer to Rule Three

9. Jerry L. LeLaine ______________________
10. Kenneth T. MacDonald ______________________
11. John C. McMurty ______________________

STUDENT IDENTIFICATION CARD

Name:
Address:
City:
State: Zip:

Sex Birth Date Age

Signature:

STUDENT IDENTIFICATION CARD

Name:
Address:
City:
State: Zip

Sex Birth Date Age

Signature:

STUDENT IDENTIFICATION CARD

Name:
Address:
City:
State: Zip:

Sex Birth Date Age

Signature:

STUDENT IDENTIFICATION CARD

Name:
Address:
City:
State: Zip:

Sex Birth Date Age

Signature:

STUDENT IDENTIFICATION CARD

Name:
Address:
City:
State: Zip:

Sex Birth Date Age

Signature:

STUDENT IDENTIFICATION CARD

Name:
Address:
City:
State: Zip:

Sex Birth Date Age

Signature:

STUDENT IDENTIFICATION CARD

Name:
Address:
City:
State: Zip:

Sex Birth Date Age

Signature:

STUDENT IDENTIFICATION CARD

Name:
Address:
City:
State: Zip:

Sex Birth Date Age

Signature:

STUDENT IDENTIFICATION CARD

Name:
Address:
City:
State: Zip:

Sex Birth Date Age

Signature:

STUDENT IDENTIFICATION CARD

Name:
Address:
City:
State: Zip:

Sex Birth Date Age

Signature:

DUPLICATING PROCESS

Project 4 A - Duplicating (Dry Copy)

Exploration: The student should be able to explain the process of duplicating materials.

DIRECTIONS: In office work it is frequently necessary to duplicate (make more than one copy) business papers. You have completed a project using carbon paper. This is one method of duplicating. However, the following activities provide a means of reproducing more copies than can be done conveniently by the use of carbons.

On the next page is a picture of an electric typewriter. Make two copies of this page by the dry copy method.

Follow these procedures:

1. Insert the original sheet in the plastic carrier so that the picture faces up.
2. Close the carrier and insert it firmly, closed end first, into the copier.

The most common dry copy machines are the Xerox machine and Thermofax machine.

GHO

DUPLICATING OPERATION

Project 4 A - Duplicating (Spirit Master)

Exploration: The spirit master process is another means of duplicating (making more than one copy) business papers.

Materials required for this operation are one spirit master sheet, spirit master duplicating paper, and a sharp semi-hard leaded pencil.

On the next page is an image of a telephone. Your assignment is to transfer that image onto a spirit master sheet, place the master on the duplicating machine (frequently referred to as a "ditto machine"), and make five copies.

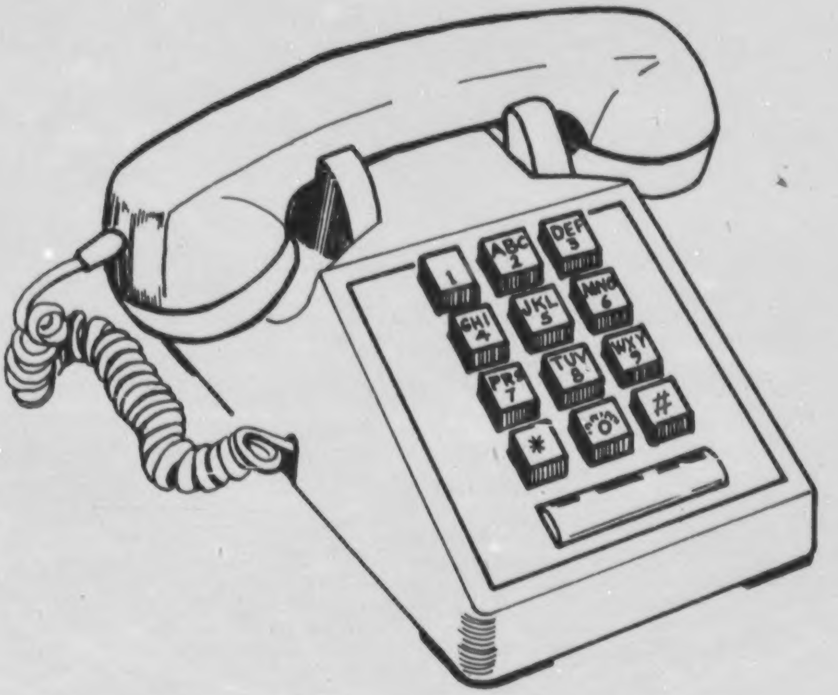
Follow these procedures:

1. Remove the thin sheet of paper from between the white and inked sheets of the spirit master. Keep both sheets attached.
2. Place the spirit master on a flat surface so that the white sheet faces up and the inked sheet remains on the bottom.
3. Place the page containing the telephone image over the top sheet of the spirit master. Trace the pattern of the telephone. Apply more pressure than is required for ordinary writing.
4. Separate the inked sheet from the top one. Place the white master sheet, inked side up, on the duplicating machine.
5. Reproduce five copies of the image.

TOUCH-TONE TELEPHONE

Gives a musical tone when the buttons are pushed in dialing a number.

Increases speed in dialing.


1
ABC 2
DEF 3
GHI 4
JKL 5
MNO 6
PRS 7
TUV 8
WXY 9
*
0
#

G.H. OWENS, INST. MATL. LAB., U.K.-720-9

THE BOOKKEEPER

Project 4 A - Checkbook

Exploration: The student should be able to keep a record of his personal finances.

A business bookkeeper keeps a record of how much is owned, how much is owed, and how much the company is worth.

You, too, can keep a record of the money you earn, the money you spend, and the money you save.

DIRECTIONS: Pretend that the following are your business transactions for this month:

Date	Money Saved From Last Month	Money Earned	Money Spent
1	$2.00	Allowance - $5.00	
2			Went to the Towne Cinema to see a movie - $1.00
8			Had a hair cut at the Trim Hair Shop - $2.50
15		Ran an Errand - $2.00	Bought a birthday gift at the Present Gallery - $3.00
20			Attended the school dance (name of your school - $1.00
24			Bought a milkshake at the Malt Shop - $.50
30		Collected for babysitting - $2.00	Paid dues to Career Club - $1.00

THE BOOKKEEPER

(Project 4 A)

Keep a record of the above transactions by means of the checkbook which appears on Page 174. Follow these procedures.

1. Write a check for each "Money Spent" transaction.
2. Transfer the necessary information to each check stub:
   (a) Bal. Bro't Forward (Balance Brought Forward) - Record the amount presently owned
   (b) Amt. Dep. (Amount Deposited) - Record the amount earned
   (c) Total - Add the amount owned and the amount earned
   (d) This chk. (This check) - Record the amount spent
   (e) Bal. (Balance - Subtract the amount spent from the Total. This is the amount you carry over to "Bal. Bro't Forward" on the next stub.)

Note: The first check has been written and the stub has been completed for you.

Your balance for the end of the month is $2.00.

No. 1
2 19 73
TO: Towne Cinema
FOR: Movie

Bal. Bro't Forward $2.00
Amt. Dep. 5.00
Total 7.00
This Chk. 1.00
Bal. 6.00

No. 1

CAREER EXPLORATION BANK
of KENTUCKY

2, 19 73

PAY TO THE ORDER OF: The Towne Cinema $ 1.00

One 0/100 DOLLARS

For Movie

(Your Name)
Authorized Signature

No. ____
____ 19 ____
TO: ____
FOR: ____

Bal. Bro't Forward ____
Amt. Dep. ____
Total ____
This Chk. ____
Bal. ____

No. ____

CAREER EXPLORATION BANK
of KENTUCKY

____ 19 ____

PAY TO THE ORDER OF: ____ $ ____

____ DOLLARS

____

Authorized Signature

No. ____
____ 19 ____
TO: ____
FOR: ____

Bal. Bro't Forward ____
Amt. Dep. ____
Total ____
This Chk. ____
Bal. ____

No. ____

CAREER EXPLORATION BANK
of KENTUCKY

____ 19 ____

PAY TO THE ORDER OF: ____ $ ____

____ DOLLARS

____

Authorized Signature

THE BOOKKEEPER

Project 4 B

A business firm keeps the same kinds of financial records you do—money earned, money spent, money saved. The form it uses, however, is different from the one you have completed in Project 4 A.

DIRECTIONS: Refer back to the transactions in Project 4 A, Page 172. Record the same information onto the form "An Individual's Worth," on the following page.

Follow these procedures:

1. Record each amount from "Money Saved" and "Money Earned" under "How Much Is Owned?" Total the Amounts.
2. Record each amount from "Money Spent" under "How Much Is Owed?" Total the Amounts.
3. Record the amount of money saved under "Worth?"

AN INDIVIDUAL'S WORTH

HOW MUCH IS OWNED?	HOW MUCH IS OWED?
	WORTH? (Owned - Owed)

KEY PUNCH OPERATOR

Project 5 A

Exploration: The student should be able to decode an IBM punched card.

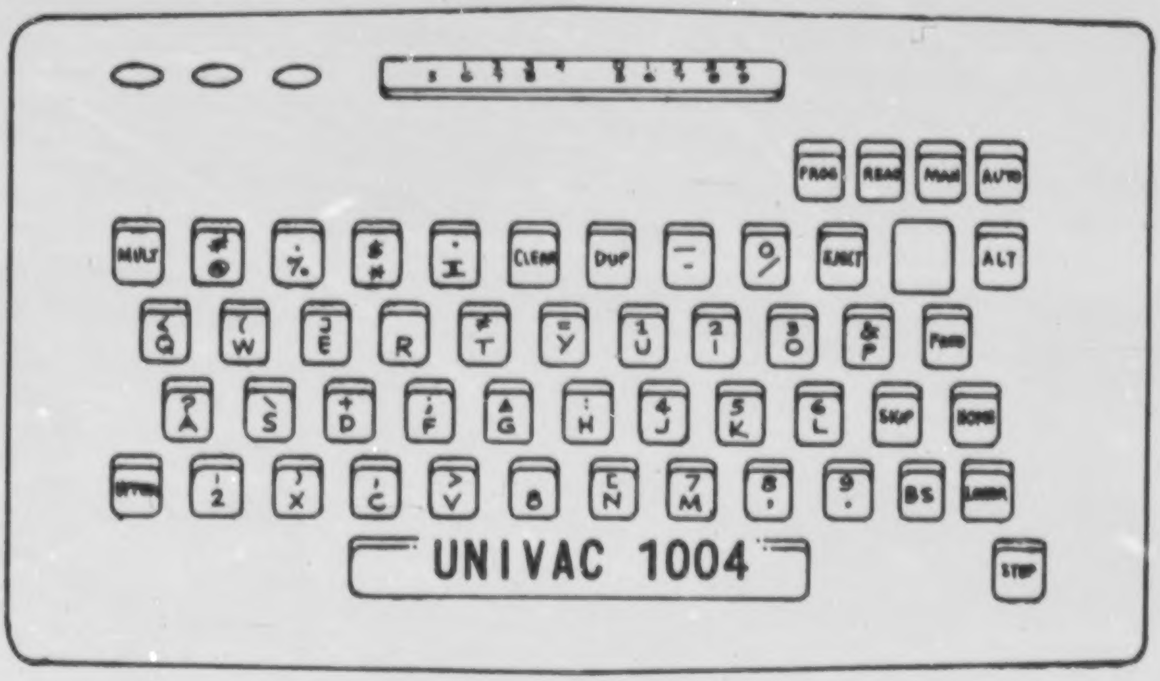
A key punch operator prepares cards to be fed into computers. The operation involves the use of a card punch keyboard to record messages by means of punching holes at the proper position on the card. The result is that a message is punched in code; when the card is fed into a computer, the message is decoded.

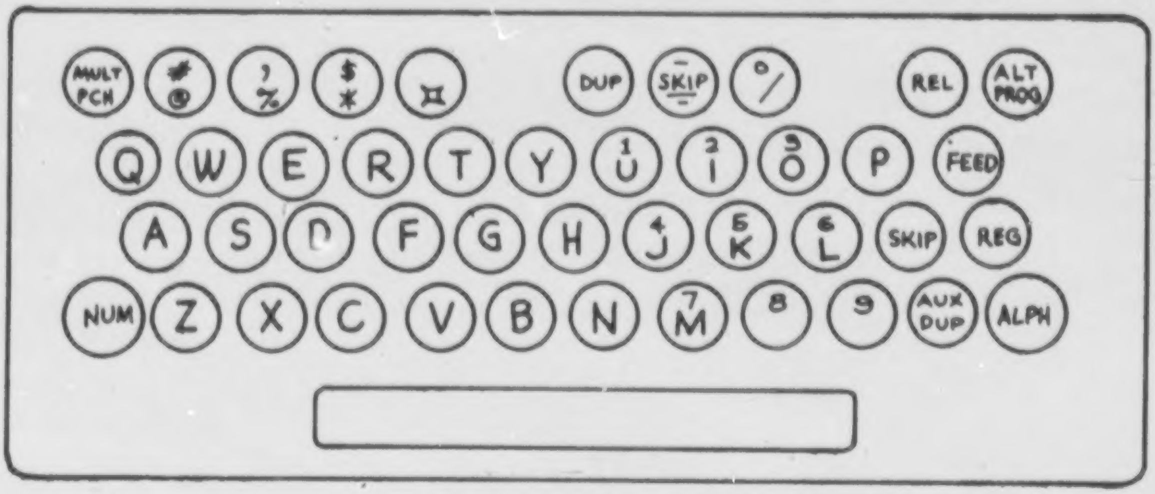
DIRECTIONS: See if you can decode a message punched in a card, and then code a message of your own.

Follow these procedures:

1. View two kinds of card punch keyboards on Page 178.
2. Study the punched card on Pages 179-180.
3. Decode and write the message punched on the card on Page 181.
4. Enter your own secret message on the card on Page 182.

CARD PUNCH KEYBOARDS

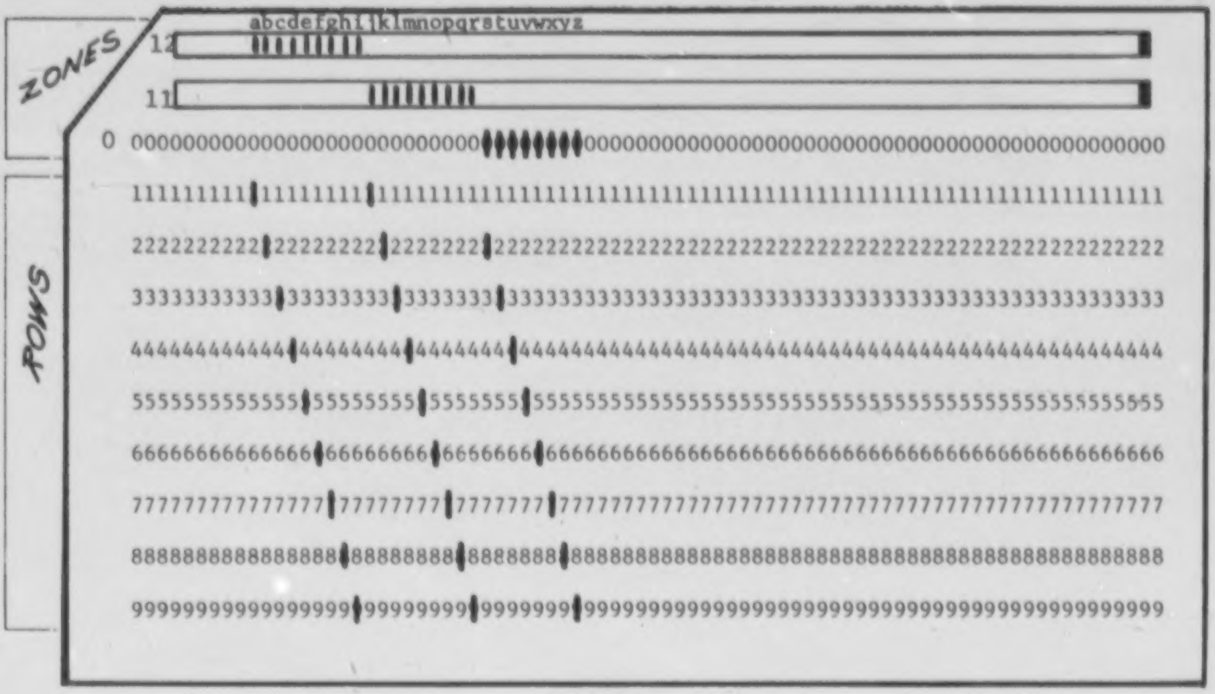

PROG
READ
MAN
AUTO
MULT
CLEAR
DUP
EJECT
ALT
Q W E R T Y U I O P
FEED
A S D F G H J K L
SKIP
Z X C V B N M
BS
STOP
UNIVAC 1004


MULT PCH
DUP
SKIP
REL
ALT PROG
Q W E R T Y U I O P
FEED
A S D F G H J K L
SKIP
REG
NUM
Z X C V B N M
AUX DUP
ALPH

IBM ALPHANUMERIC

PUNCHED CARD

Project 5 A



The above card is a duplication of a punched card. The black marks appearing in the Zone area and over the numbers in the Row area represent holes punched by a keypunch machine.

The letters of the alphabet have been punched in this card. Notice that each letter has two positions—one in the Zone area and one in the Row area.

*This exercise is the result of consultation with Miss Libby Ambrose, student in data processing at Eastern Kentucky University.

PUNCHED CARD

Project 5 A

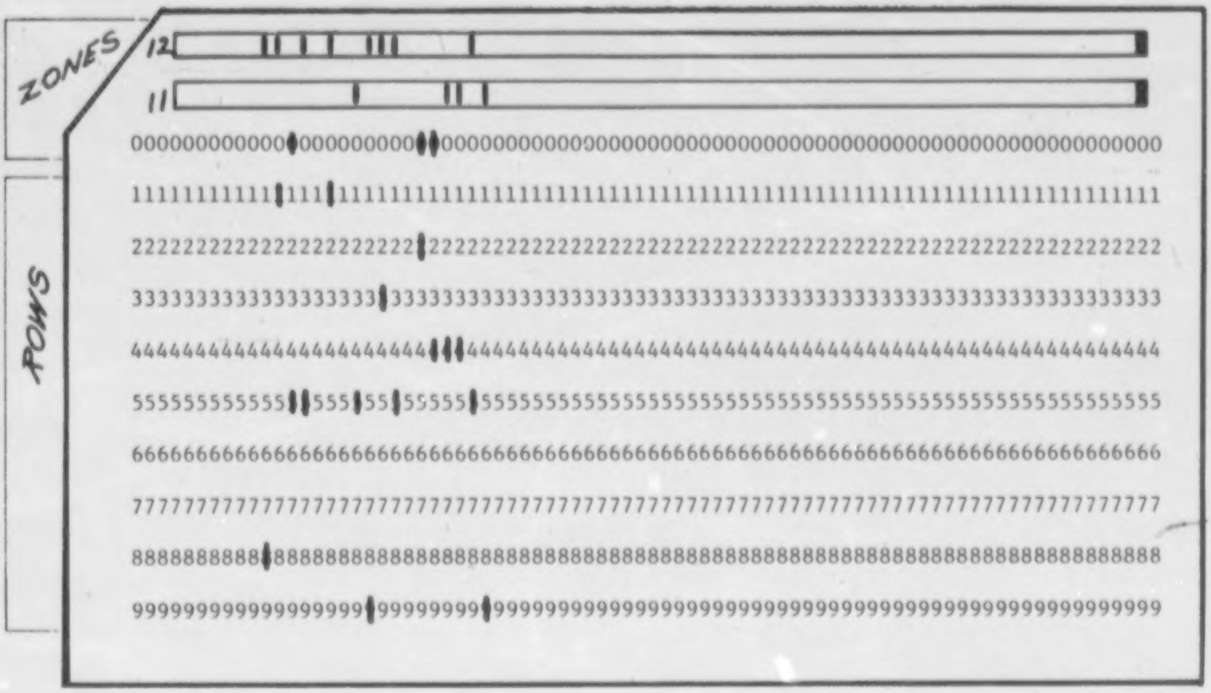
KEY TO LETTER CODE

Below is the code for each letter. See if you can associate each code with that punched in the card above.

Letter	Zone	Row	Code
A	12	1	12-1
B	12	2	12-2
C	12	3	12-3
D	12	4	12-4
E	12	5	12-5
F	12	6	12-6
G	12	7	12-7
H	12	8	12-8
I	12	9	12-9
J	11	1	11-1
K	11	2	11-2
L	11	3	11-3
M	11	4	11-4
N	11	5	11-5
O	11	6	11-6
P	11	7	11-7
Q	11	8	11-8
R	11	9	11-9
S	0	2	0-2
T	0	3	0-3
U	0	4	0-4
V	0	5	0-5
W	0	6	0-6
X	0	7	0-7
Y	0	8	0-8
Z	0	9	0-9

PUNCHED CARD

Project 5 A



CODED MESSAGE

DIRECTIONS: Below is a punched card that bears a coded message. Remember that the black marks represent holes punched by a keypunch machine. See if you can decode and write the message. If you need help, refer back to the key on Page 180. The first two letters have been decoded for you.

CODE: 12-8 12-1 ____ ____ ____ ____ ____ ____ ____

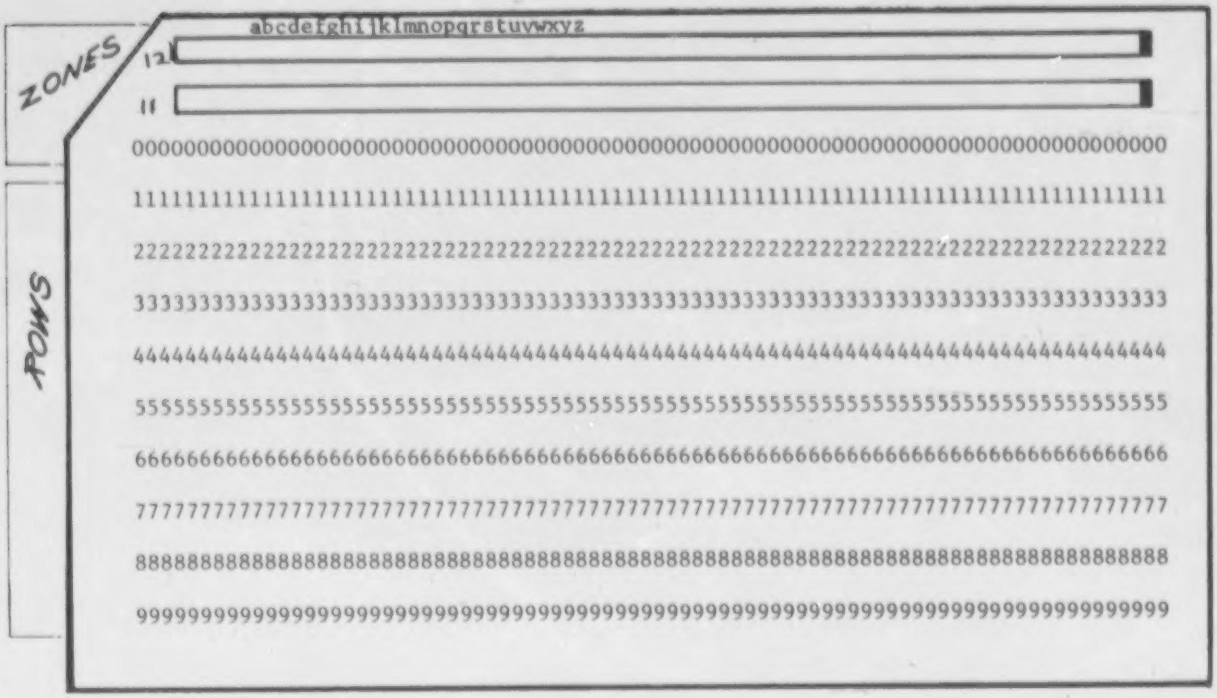
____ ____ ____ ____ ____ ____.

LETTER: H A ____ ____ ____ ____ ____ ____ ____

____ ____ ____ ____ ____ ____.

PUNCHED CARD

Project 5 A


abcdefghijklmnopqrstuvwxyz
ZONES
12
11
ROWS
00000000000000000000000000000000000000000000000000000000000000000000000000000000
11111111111111111111111111111111111111111111111111111111111111111111111111111111
22222222222222222222222222222222222222222222222222222222222222222222222222222222
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88888888888888888888888888888888888888888888888888888888888888888888888888888888
99999999999999999999999999999999999999999999999999999999999999999999999999999999

MY CODED MESSAGE

DIRECTIONS: Transfer your personal message onto the card above. Exchange with a friend and decode the message.

UNIT THREE

TRENDS AND OUTLOOK FOR
THE BUSINESS AND
OFFICE CLUSTER

UNIT PURPOSE: To examine the employment outlook and the progressive changes in skill requirements for office jobs during the next decade.

PERFORMANCE OBJECTIVES: The student will be able to

I. Name several kinds of office jobs which are likely to be available during the next decade.

II. List some office skills that are indicated for the future.

I. The student will be able to name several kinds of office jobs which are likely to be available during the next decade.

Note: This learning emphasizes a study of the industries and geographic locations of where the jobs are. Factors which cause change in employment outlook should be examined as well as jobs which are in growing demand. The student should be aware of opportunities away from the locality as well as those at home.

A. Suggested Content

1. Outlook for employment in business and office occupations.
    - a. For the managerial workers
    - b. For the clerical workers
2. Where the jobs are
    - a. Locally
    - b. Away from the locality

B. Suggested Teaching-Learning Activities

1. Determine new industries planning to enter the locality in the next five years. The Chamber of Commerce and the State Employment Office may be of help. Both teacher and students should be alert to items in the news on outlook for employment in business and office jobs.
2. Have each student locate five job openings for a business and office worker. These should be real rather than fictitious. Use newspaper ads, employment office bulletins, civil service announcements, etc.
3. Have each student refer back to "My Job Analysis" under the section Future Outlook for this Job. Based on information contained in this section, have a discussion on office jobs that are likely to be available within the next five years.
4. Have an employment counselor, a personnel man, the mayor, or an informed businessman discuss with the students the employment outlook in the state.

C. Suggested Evaluation

1. Have the students discuss several kinds of office jobs that will be in demand during the 1970's. Base the evaluation on information gathered concerning the employment outlook.

D. Suggested Resources

1. Occupational Outlook Handbook, (1972-73 Edition), "Tomorrow's Jobs," pp. 13-21; "Business Administration and Related Professions," pp. 29-41; "Clerical and Related Occupations," pp. 283-303.

II. The student will be able to list some office skills that are indicated for the future.

A. Suggested Content

1. Automation and technology in the office

   a. New machines used in office work
   b. Effect on jobs performed in record keeping
   c. Effect on jobs performed in communications
   d. Effect on employment

B. Suggested Teaching-Learning Activities*

1. Have the students interview grandparents and parents concerning skills that are performed now but were not in operation ten years ago.

2. Have the students view kits distributed by business firms which include pictures and descriptions of office machines and supplies.

3. Have the students compare a new-model typewriter with one that is five years old or older.

4. Have the students investigate ways to make five copies of a letter other than by using carbon paper.

5. Have the students compare a hand or machine bookkeeping record with a computerized record.

6. Have the students compare the procedures for making a long-distance call with that of five or six years ago.

7. Have the students determine how zip code speeds up mailing.

8. Have the students refer back to "My Job Analysis" under the section Future Outlook for this Job. Make a master list of the changes which have been indicated.

9. Have the students analyze the "Forms of Written Communications" chart on Page 194.

C. Suggested Evaluation

1. Have the students list some office skills that are indicated for the future but were not in operation twenty years ago.

*Excerpts have been taken from "Careers in Business and Office Occupations," Instructional Materials Laboratory of Kentucky.

Then have a class discussion and let the students evaluate each other.

D. Suggested Resources (See also Free and Inexpensive Materials on Pages 189-190.)

1. Slide Film

    a. "History of the Typewriter"

2. Filmstrips

    a. Computer Series 1 - An Introduction to Computers

        (1) "Computers and the World of the Future"
        (2) "Computers Today"
        (3) "History of Computing Devices"
        (4) "Many Uses and Needs for Computers, Part 1"
        (5) "Many Uses and Needs for Computers, Part 2"

FREE AND INEXPENSIVE MATERIALS

Films--

Automation: The Next Revolution. (Describes the development of automation and discusses the need to adapt to changing technology) Black and white, 20 minutes.

McGraw-Hill Book Company
Text-Film Department
330 West 42nd Street
New York, New York 10036

The Information Machine (A sophisticated, amusing account of the development of the electronic computer beginning with primitive man and ending with the advent of machine simulation. Colorful and imaginative, this film is an effective communications device for explaining the nature of data processing. A winner of international film awards) 16mm, color, 10 minutes.

IBM Film Library
c/o Modern Talking Picture Service, Inc.
1212 Avenue of the Americas
New York, New York 10036

Filmstrips--

The Challenge of Electronic Data Processing (Explains the development of modern-day data processing techniques, tracing the history of record keeping from the days of stone tablets to the era of the computer. Shows how computers work and how they can be applied to helping banks with their record keeping requirements) color, sound, 87 frames, 10 minutes.

Bank Administration Institute
202 South Northwest Highway
P.O. Box 500
Park Ridge, Illinois 60068

Terms: Borrower pays the return postage
Order six weeks in advance

Off and Running (Shows the range of A.B. Dick machines) 35 mm, sound, color, record included, 12 minutes.

Offset and You (Shows the history of lithograph, potential of the graphic arts industries, wage rate comparison, industry volume and growth, need for printed communications) 35mm, sound, color, record included, 8 minutes.

A. B. Dick Company
5700 West Tougy Avenue
Chicago, Illinois 60648

Kits--

Edu-Kit. (Illustrations of various office machines and other materials used in the office)

Monroe Calculating Machine Company, Inc.
550 Central Avenue
Orange, New Jersey 07051

Kit: Illustrations of various IBM machines used in the office.

International Business Machines Corp.
740 New Circle Road
Lexington, Kentucky 40507

SUPPORTIVE MATERIALS

FOR

UNIT THREE

REFERENCE LIST FOR UNIT THREE

Articles

1. "Business Administration and Related Professions," Occupational Outlook Handbook, Superintendent of Documents.
2. "Clerical and Related Occupations," Occupational Outlook Handbook, Superintendent of Documents.
3. "Tomorrow's Jobs," Occupational Outlook Handbook, Superintendent of Documents.

Filmstrips

1. Computer Series 1 - An Introduction to Computers (Sound; audio tape, 35mm) BFA Educational Media.

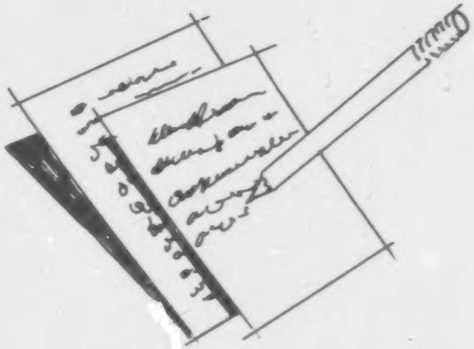
   "Computers and the World of the Future"
   "Computers Today"
   "History of Computing Devices"
   "Many Uses and Needs for Computers, Part 1"
   "Many Uses and Needs for Computers, Part 2"

Slide Film

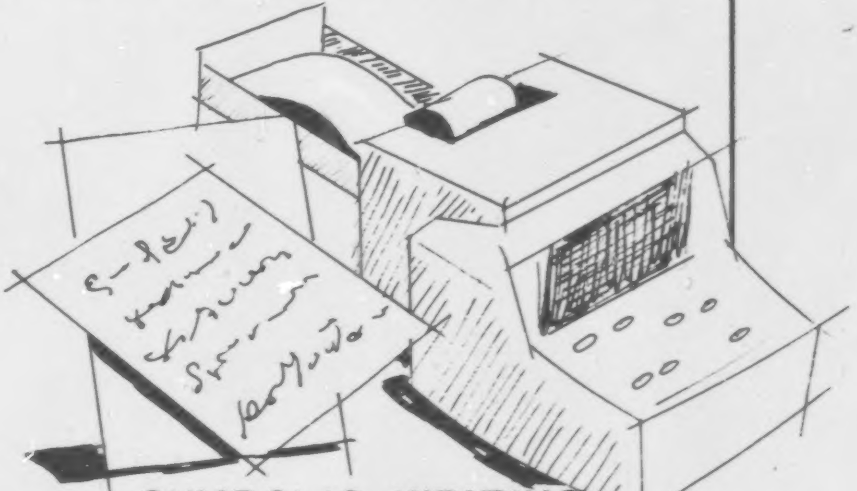
1. "History of the Typewriter"(35mm, $2.50) This roll, consisting of 30 hand-drawn frames, including 40 different models, clearly depicts the evolution of the machine which has done more than any other to speed up the world's business. Visual Sciences.

*Addresses of publishers and distributors can be found in the Appendix.

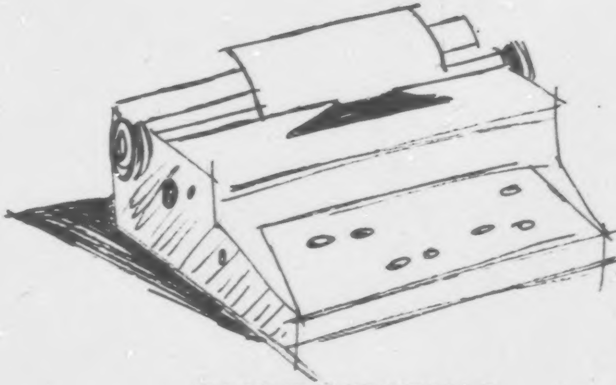
FORMS OF WRITTEN COMMUNICATION



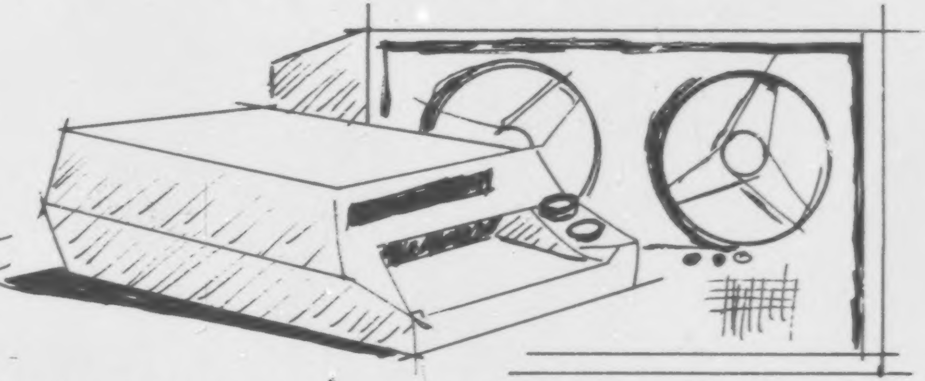
HANDWRITING



SYMBOLIC WRITING



TYPEWRITING



COPYING & DUPLICATING MACHINES

UNIT FOUR

OPPORTUNITIES FOR TRAINING IN THE BUSINESS AND OFFICE CLUSTER

UNIT PURPOSE: To provide information relating to the various training programs available for business and office occupations.

PERFORMANCE OBJECTIVES: The student will be able to

I. Identify five possibilities for training in business and office occupations.

I. The student will be able to identify five possibilities for training in business and office occupations.

Note: Since education is now becoming increasingly important in getting and keeping a job, it is critical that students become aware of the importance of educational success. They should explore the amount and kind of training needed for the first job. They should come to realize that, although the skill trend is moving toward automation, a general knowledge of English and mathematics is a basic requirement for job entry.

Students should explore the possibilities for receiving training beyond the high school level.

A. Suggested Content

1. Educational requirements

    a. English and mathematics
    b. Typing
    c. Shorthand
    d. Office practice
    e. Business management
    f. Other subjects related to business

2. Educational opportunities in the state

    a. Kinds of schools

        (1) High schools
        (2) Trade or vocational schools
        (3) Business schools
        (4) Community and junior colleges
        (5) Four-year colleges and universities
        (6) Correspondence study
        (7) Evening classes and/or night school

    b. Kinds of programs offered

        (1) One-year certificate, associate degree, baccalaureate degree, diploma
        (2) Subjects studied and skills learned
        (3) Length of training
        (4) Probable cost

    c. Sources of financial help

        (1) Scholarships
        (2) Loans
        (3) Work-study combinations

B. Suggested Teaching-Learning Activities*

1. Have each student determine the educational requirements for one of the jobs he investigated. Some of the following resources may be of help: a business teacher or student in the high school; "Family Tree" booklet, section Requirements for Job Entry; "My Job Analysis," section Education and/or Training I Would Need for This Job.

2. If possible, arrange for students to visit a business class in a high school.

3. Have the students work together in committees according to job family interests to write to a college, business school, or area vocational school of their choice for a catalog.

4. Have the students work together in committees according to job-family interests to compare a college business program with that of a business school, a junior college, and a vocational school. The items listed in section 2 of the content outline under "Educational Opportunities . . ." may be used in making the comparison.

5. Invite a representative or a student from a high school, business school, junior college, and a vocational school to visit with the students to discuss the opportunities for the study of business.

C. Suggested Evaluation

1. Have each student list five possibilities for training for one of the jobs he has explored. Base the evaluation on the student's success in correlating job requirements to educational requirements.

D. Suggested References

1. Area vocational school pamphlets and brochures

2. Business school catalogs and brochures

3. College and university catalogs

4. Counselor's Handbook on Post-High School Education in Kentucky.

*Excerpts taken from "Careers in Business and Office Occupations," Instructional Materials Laboratory of Kentucky.

SUPPORTIVE MATERIALS

FOR

UNIT FOUR

REFERENCE LIST FOR UNIT FOUR

Catalogs, Brochures, and Pamphlets

1. Area vocational school pamphlets and brochures
2. Business school catalogs and brochures
3. College and university catalogs

Handbook

1. *Counselor's Handbook on Post-High School Education in Kentucky.* This book includes names, addresses, and programs of business colleges and data processing centers, correspondence schools, colleges, and universities of Kentucky. Division of Guidance Services, State Department of Education.

*Addresses of publishers and distributors can be found in the Appendix.

UNIT FIVE

RELATION OF "SELF"
TO THE
BUSINESS AND OFFICE CLUSTER

UNIT PURPOSE: To provide a means for relating "self" to requirements for success in the Business and Office Cluster.

PERFORMANCE OBJECTIVES: The student will be able to

I. Compare personal qualities with those required for success in a business and office career.

II. Explain why a career in business and office would or would not satisfy "self."

I. The student will be able to compare personal qualities with those qualities required for success in a business and office career.

Note: Here the student should assess his interests, attitudes, abilities, and educational achievements in terms of business and office occupations. This is an effort to have the student determine whether he wishes to further explore business and office occupations.

If aptitude, interest, and general abilities tests are presently administered in the school, the teacher may want to work with the guidance counselor in using them.

A. Suggested Content

1. Methods of self-appraisal

   a. Talking with teachers, parents, counselors, and friends

   b. Taking interest inventories, personality tests, and aptitude intelligence tests

   c. Looking at self objectively (reviewing past achievements, failures, and motivations)

2. Requirements for success in business and office work

   a. Interests

      (1) Data
      (2) People

   b. Attitudes

      (1) A liking for people
      (2) Tolerance for faults and opinions of others and respect for their rights
      (3) Ability to use tact
      (4) Dependability and "shouldering of responsibility"
      (5) Self control; freedom from worry, anxiety, and tensions
      (6) Self-confidence and self-respect
      (7) Ability to "come up for the third time"
      (8) Relationship with family
      (9) Ability to give unselfishly of self
      (10) Satisfying friendships with others
      (11) Personal appearance, voice, and manner of speaking
      (12) Prejudices (definite likes or dislikes for types of work, classes of people, or locations) that might affect success in business

c. Abilities

  (1) Verbal ability
  (2) Numerical ability
  (3) Space ability
  (4) Form ability
  (5) Clerical ability
  (6) Motor ability
  (7) Finger dexterity
  (8) Manual dexterity

d. Level of education

  (1) High school
  (2) Vocational or business school
  (3) Community or junior college
  (4) Four-year college or university
  (5) Correspondence study

e. Values to consider

  (1) Fame or prestige
  (2) Professional success
  (3) Service to society
  (4) Money
  (5) Personal satisfaction

B. Suggested Teaching-Learning Activities

1. If possible arrange for the students to take personality, interest, and aptitude tests if they have not already done so. This may be done through the guidance counselor at school or a college or university testing service.

2. Arrange for students to have individual conferences with the counselor to interpret his scores and profiles.

3. Have each student review the "Family Tree," "My Job Analysis," and other relevant material to determine interests, attitudes, abilities, and education required for entering one of the two jobs he explored. Assign "What Do I Have to Do to Get into This Work?" on Page 211.

4. Assign the student materials relating to "How Do I Feel About the Requirements for Getting into this Work?"; "Do I Have the Same Interests?" Page 213; "Do I Have the Personality?" Page 214; "Do I Have the Right Attitudes?" Page 216; "What Are My Abilities in Grammar?" Page 217; "What Are My Abilities to Communicate?" Page 219; "What Are My Abilities in Arithmetic?" Pages 220-221; "What School Subjects Are Important to This Work?" Page 223; "What Is My Achievement Record?" Page 224. It is suggested that the student be allowed to keep his reactions confidential.

C. Suggested Evaluation

It is suggested that the teacher not evaluate this objective but that the student be permitted to keep his reactions confidential if he so desires.

D. Suggested Resources

1. Student Materials in the Supportive Materials section.

2. The "Family Tree" booklet in Unit I.

3. "My Job Analysis" found in Unit II.

II. The student will be able to explain why a career in business and office would or would not satisfy "self."

A. Suggested Content

1. Factors to be considered

   a. Personal interests, attitudes, abilities and accomplishments
   b. Prestige
   c. Acceptable lifestyle
   d. Economic security
   e. Job security
   f. Freedom to exercise initiative
   g. Opportunity to make friends
   h. Satisfactory working conditions

B. Suggested Activities

1. Select several items from the above content that would be of the most interest to the class. Discuss the pros and cons of each item relative to a career in business and office.

2. Have each student complete "I Have the Freedom to Make a Decision!" on Page 225.

C. Suggested Evaluation

Have each student write a few paragraphs on "Why I Think I May (May Not) Be Interested in a Career in Business and Office." Base the evaluation on the rationality of the student's decision by comparing requirements for success as a business and office worker and personal attributes of the student.

D. Suggested Resources

1. Student Materials in Supportive Materials section.

SUPPORTIVE MATERIALS

FOR

UNIT FIVE

WHAT DO I HAVE TO DO TO GET INTO THIS WORK?

DIRECTIONS: Before you can decide whether business and office occupations are right for you, you will have to determine the requirements for the job. List the following requirements for one of the two jobs you explored.

Job Title	Interests	Attitudes	Abilities	Level of Education

HOW DO I FEEL ABOUT THE REQUIREMENTS FOR GETTING INTO THIS WORK?

DIRECTIONS: On the following pages are exercises relating to your interests, your abilities, and your school work. Answer each one honestly. This is for your benefit only, and your reaction need not be shared with anyone if this is your preference.

HOW DO I FEEL ABOUT THE REQUIREMENTS FOR GETTING INTO THIS WORK?

DO I HAVE THE SAME INTERESTS?

1. Do I like working with data?

People who work in business and office jobs are especially involved with data. Those people work with

Words
Symbols
Numbers
Ideas
Investigation

Information interpretation
Oral communications
Visualization
Observation

What does this mean to me? ______________________________

____

____

____

____

2. Do I like working with people on an individual basis?

People who work in business and office jobs usually work in a "people setting." They are involved not only with data but with

Personalities
Exchanging ideas, reaching decisions
Giving instructions, passing information
Influencing, persuading
Responding to requests or needs

What does this mean to me? ______________________________

____

____

____

____

DO I HAVE THE PERSONALITY?

Here are some traits without which, though you may have ability, brains, skill, and information, you can hardly expect to succeed in competition with other people. Grade yourself:

Excellent	5 points
Good	4 points
Average	3 points
Fair	2 points
Poor	1 point

Those traits in which you score 3 points or below are the ones that you should improve.

1. I AM SOCIABLE: Smile a great deal; get along with people; have a keen sense of humor. ________________

2. I AM COURTEOUS: Considerate of other people; give extra service; say "Please" -- "Thank You." ________________

3. I AM COOPERATIVE: Help friends; am willing to assume responsibility. ________________

4. I HAVE INITIATIVE: Make best use of time; think up new ideas; make suggestions for improvements. ________________

5. I AM AMBITIOUS: Want to succeed; want to see others succeed; am a "doer," not a "dreamer." ________________

6. I AM TACTFUL: Say the right thing at the right time; do not argue; make the other fellow feel he is doing things his way. ________________

7. I AM ENTHUSIASTIC: Am not afraid of hard work; like people; do a job as if I owned the business. ________________

8. I AM CONSIDERATE: Make an effort to see the other fellow's point of view; am always on the alert to help others. ________________

9. I AM ORDERLY: Systematize work; keep things in their proper place; am a clean storekeeper. ________________

10. I AM HONEST: Keep "secrets" in highest confidence; take responsibility for my own errors; avoid temptation, bad companies, and bad personal habits. ________________

11. I AM DEPENDABLE: Almost always attend class; observe school policies and procedures; follow instructions.________________

12. I HAVE SELF-CONFIDENCE: Believe I can and will succeed; do not know it all; never make excuses. ________________

13. I AM LOYAL: Believe in the teacher for whom I work; know people who are qualified will be rewarded; observe school policies. ________________

14. I AM ADAPTABLE: Make adjustments easily; welcome changes; judge new ideas on worth rather than by prejudices. ________________

15. I USE GOOD JUDGMENT: Base judgment on facts; make decisions on merit; am noted for sound judgment. ________________

16. I HAVE PERSISTENCE AND PATIENCE: Do not lose patience easily; try again and again; am not easily discouraged. ________________

TOTAL ________________

DO I HAVE THE RIGHT ATTITUDES?

There are certain attitudes which are desirable for jobs in the office occupations. Without these traits--even though you may have ability, brains, and skill--you can hardly expect to succeed in competition with other people.

DIRECTIONS: Grade yourself on the following attitudes. Those traits on which you score 3 points or below are the ones that you need to improve. (Answer in terms of your class participation.)

Excellent	5 points
Good	4 points
Average	3 points
Fair	2 points
Poor	1 point

_____ 1. I get along with others (Maintain harmonious working conditions with others in class).

_____ 2. I produce good quality (accurate) work.

_____ 3. I am dependable (complete assigned duties).

_____ 4. I plan and organize work.

_____ 5. I produce a good quantity of (acceptable) work.

_____ 6. I exercise initiative (act on own responsibility in the absence of supervision).

_____ 7. I have a good attitude (show interest and enthusiasm in work).

_____ 8. I am punctual and regular in attendance.

_____ 9. I am cooperative (am willing and eager to work with friends and teachers).

_____10. I am well informed concerning job duties and responsibilities.

_____11. I exercise good judgment (make sound decisions and evaluate ideas on their worth rather than by prejudice).

_____12. I exercise care in the use of equipment (respect property and follow safety regulations).

_____13. I make a good appearance (am neat and clean and dressed in good taste).

_____14. I am able to communicate (keep others informed).

_____15. I am loyal (keep confidential information).

_____16. I am ambitious (want to succeed).

WHAT ARE MY ABILITIES IN GRAMMAR?

Success on the job will depend on how well you communicate with others. At home and with friends, you may tend to talk as you wish, but in the world of office work you will be expected to use standard English. If the sentences below are correct to you, you do not use standard English.

DIRECTIONS: Rewrite each sentence correctly. Correct answers appear on the following page. Practice saying it aloud. If you have not been saying it correctly, this will get you started improving your ability to communicate.

1. I ain't going to do that job.
   Corrected:

2. Hand me them books.
   Corrected:

3. John, he took my pencil.
   Corrected:

4. We don't have no envelopes.
   Corrected:

5. The letters was laying on the floor.
   Corrected:

6. They brung a new office machine.
   Corrected:

7. She don't like her job.
   Corrected:

8. He knows how to type good.
   Corrected:

9. She set on her desk.
   Corrected:

10. He done figured the payroll wrong.
    Corrected:

11. He seen a mistake on the bill.
    Corrected:

12. I ain't got no stationery.
    Corrected:

13. Hand me that there stapler.
    Corrected

14. He brought the office manager this here file.
    Corrected:

15. Bill come to work late.
    Corrected:

ANSWERS TO "WHAT ARE MY ABILITIES IN GRAMMAR?"

1. I will not do that job.
   or
   I refuse to do that job.
   or
   I am not going to do that job.
2. Hand me those books.
3. John took my pencil.
4. We don't have any envelopes.
   or
   We have no envelopes.
5. The letters were lying on the floor.
6. They brought a new office machine.
7. She doesn't like her job.
   or
   She does not like her job.
8. He knows how to type well.
9. She sat on her desk.
10. He figured the payroll wrong.
11. He saw a mistake on the bill.
12. I don't have any stationery.
    or
    I have no stationery.
13. Hand me that stapler.
14. He brought the office manager this file.
15. Bill came to work late.

WHAT ARE MY ABILITIES TO COMMUNICATE?

Your ability to communicate is important in the office. It is a two-way street—you have to be able to make the other person understand what you want to say and to be able to listen carefully so that you can understand what he is saying. It is important that you express yourself clearly in writing and read and understand letters, instructions, and other written matter.

DIRECTIONS: Grade yourself on the following communication skills. Those on which you score 3 points or below are the ones that you need to improve.

Excellent	5 points
Good	4 points
Average	3 points
Fair	2 points
Poor	1 point

Do I—

1. Have a pleasant speaking voice, pitched neither too low nor too high? __________
2. Speak at a moderate rate, neither too fast nor too slow? __________
3. Speak loudly enough so that I can be heard comfortably? __________
4. Avoid speaking in an affected, overly dramatic manner? __________
5. Avoid saying "er" to often? __________
6. Pronounce each word correctly and clearly? __________
7. Write and speak complete sentences? __________
8. Speak and write so that the predicate agrees with the subject? __________
9. Punctuate so that the meaning of the sentence is clear? __________
10. Limit my use of slang? __________
11. Understand that the use of profanity is offensive to many? __________
12. Know how to organize my thoughts so that I can write or speak in a logical manner? __________
13. Interrupt others while they are speaking? __________
14. Listen to what the other fellow is saying, instead of planning what I am going to say next? __________
15. Know when I have said enough? __________

WHAT ARE MY ABILITIES IN ARITHMETIC?

Success in many office jobs will depend on how accurate you are with figures. This exercise in arithmetic will allow you to discover some of the skills that you may need to strengthen.

DIRECTIONS: Figure the answers to the following problems. The correct answers appear on Page 222. If you are not accurate at first, check to see where you made the error and why. Maybe it was just a careless mistake.

(1) 9658
+3467

(2) 85
27
94
53
+71

(3) 26 + 7 + 312 + 51 + 168 =

(4) 251.0 + 3.62 + .04 + 45.38 =

(5) 267
−146

(6) 30024
−15886

(7) 306
x 8

(8) 452
x302

(9) 7/ 3789

(10) 1.5/ 45

(11) 3 1/4 = ?/4

(12) 3/4 x 1/2 =

(13) 6 x 2/3 =

(14) 2/3 ÷ 1/2 =

(15) 3/7
+4/7

(16) 5/8
−1/4

(17) .05 = ________%

(18) Write 8% as a fraction.

(19) 20% of $120 =

(20) Write 25% as a decimal.

WHAT ARE MY ABILITIES IN ARITHMETIC?

21. It takes Mary, the secretary, 35 minutes to type a report for her boss, Mr. Jackson. She then types 15 letters that require 7 minutes each. If she started at 8:00 a.m., what time did she finish her morning work?

22. John, the bookkeeper, makes $3.50 an hour. His daily schedule is

work	8:00 a.m.	-	12:00 p.m.
lunch	12:00 p.m.	-	1:00 p.m.
work	1:00 p.m.	-	5:00 p.m.

He works 5 days a week. How much salary does he make each week?

23. Jane, the keypunch operator, made $100 last week. The government took 20% for taxes and $8 for her Social Security. How much did she have left to spend?

ARITHMETIC ANSWER SHEET

(1) 13,125
(2) 330
(3) 564
(4) 300.04
(5) 121
(6) 14,138
(7) 2,448
(8) 136,504
(9) 541 2/7
(10) 30
(11) 13/4
(12) 3/8
(13) 4
(14) 1 1/3
(15) 1
(16) 3/8
(17) 5%
(18) 8/100 = 2/25
(19) $24
(20) .25
(21) 10:20 a.m.
(22) $140
(23) $72

WHAT SCHOOL SUBJECTS ARE IMPORTANT TO THIS WORK?

Use this form to relate the importance of the following school subjects to business and office jobs. Complete the chart for the two jobs which you explored. Make code entries on the chart.

E- Essential	(Subject matter is absolutely necessary on the job or for completion of educational requirements for the job.)
I - Important	(Subject matter is important to success on the job, although it may not always be an absolute requirement.)
U - Useful	(The subject is very useful for the job and is usually directly related.)
S - Somewhat Useful	(The subject may be useful for the job.)

WHAT SCHOOL SUBJECTS ARE IMPORTANT TO THIS WORK?

Job Title	Speech	English	Math	Science	Social Studies	Art	Music	Other

WHAT IS MY ACHIEVEMENT RECORD?

Use this form to record grade averages for those subjects which apply to you.

SUBJECTS	Grade Average		
	7th Grade	8th Grade	9th Grade
Speech			
English			
Math			
Science			
Social Studies			
Art			
Music			
Other			

I HAVE THE FREEDOM TO MAKE A DECISION!

Ask yourself, "How important is an ideal career to me? Is a career in business and office the one I would most like to prepare for?"

SUMMARY	YES	NO
1. I could do something that makes use of my abilities.		
2. The job could give me a feeling of accomplishment.		
3. I could be proud to tell people what I do.		
4. My pay would compare well with that of other workers.		
5. My co-workers would be easy to make friends with.		
6. I could try out some of my own ideas.		
7. I could work alone on the job.		
8. I could get recognition for the work I do.		
9. I could make decisions on my own.		
10. The job would provide for steady employment.		
11. I could do things for other people.		
12. I could be "somebody" in the community.		
13. I could do something different every day.		
14. The job would have good working conditions.		
15. I WOULD LIKE TO EXPLORE THIS CLUSTER FURTHER.		

APPENDIX

ADDRESSES OF PUBLISHERS AND DISTRIBUTORS

Acoustifone Corporation
8954 Comanche Avenue
Chatsworth, California 91411

Administrative Management Society
Willow Grove
Pennsylvania 19090

AIMS Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, California 90028

Bailey Film Association
1155 Santa Monica Blvd.
Los Angeles, California 90025

BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

Careers, Inc.
P.O. Box 135
Largo, Florida 33540

Classroom Film Distributors, Inc.
5610 Hollywood Blvd.
Hollywood, California 90028

Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

Division of Guidance Services
State Department of Education
Frankfort, Kentucky 40601

Doubleday and Company, Inc.
501 Franklin
Garden City, New York 11531

Educational Dimensions Corporation
Box 146
Great Neck, New York 11023

Educational Progress Corporation
8538 East 41st Street
Tulsa, Oklahoma 74145

Eyegate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Gregg Division
McGraw-Hill Book Company
Manchester Road
Manchester, Missouri 63011

Guidance Associates
Pleasantville
New York 10570

IBM Film Library
c/o Modern Talking Picture
Services, Inc.
1212 Avenue of the Americas
New York, New York 10036

Instructional Media Services
P.O. Box 1010
Hollywood, California 90028

International Film Bureau
332 Michigan Avenue
Chicago, Illinois 60604

Journal Films
909 W. Diversey Parkway
Chicago, Illinois 60614

J. S. Latta, Inc.
P.O. Box 1276
1502 Fourth Avenue
Huntington, West Virginia
25715

McGraw-Hill Textfilms
330 West 42nd Street
New York, New York 10036

National Business Educational
Association
NEA Center
1201 Sixteenth St., N.W.
Washington, D.C. 20036

Science Research Associates
Educational Sales Department
259 East Erie Street
Chicago, Illinois 60611

South-Western Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227

Sterling Educational Films
241 E. 34th Street
New York, New York 10016

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

3M Company
Visual Products Department
Box 3100
St. Paul, Minnesota 55101

Visual Sciences
Box 599-A
Suffern, New York 10901

J. Weston Walch, Publisher
Box 658
Portland, Maine 04104

Wilson Corporation
555 West Taft Drive
South Holland, Illinois 60473

YUM YUM BAKERY

A

MODEL OFFICE PROJECT

Developed By

Mrs. Karen Travis
Business and Office Education

and

Mrs. Frances Prather
Home Economics

Hebron Junior High School

Shepherdsville, Kentucky

INTRODUCTION

The concept of the model office is basically a sound one. The students can see that such a project is not just another out-of-the book exercise. In this particular situation, the Yum Yum Bakery produces a tangible product.

Several principles are incorporated throughout the project: the function of the office in a simulated setting; job application and the interview; office procedures; success on the job.

Items discussed on the following pages are preparations for putting Yum Yum Bakery into production and office procedures required by the company. The various business forms used for the project appear in the Supporting Materials Section.

THE MODEL OFFICE
FOR THE
YUM YUM BAKERY

Preparations

Plans and preparations had to be made to put the bakery and the office in action. The Home Economics Department was designated as the producer and the Business Department was assigned the office and management aspects of the company. A contest was held to choose a name for the bakery.

Unit Five of the "Orientation to the World of Work" guide was used to prepare students for the project. Jobs that would be required were determined, and a Want Ad section was set up in each room. Job descriptions were posted. (See Pages 237-240) An application form and data sheet were completed by each student. (See Pages 241-242.) The business students interviewed the home economics students and the home economics students interviewed the business students for the various jobs.

The students took their interviews very seriously. The girls wore dresses and hair was well groomed. The boys came dressed in nice pants and sport shirts. As is well known, students can be very critical of each other and this was no exception. They learned their techniques well and expected their peers to perform equally as well. Most of them did.

Jobs were assigned, for the most part, on the basis of the interview rating sheets completed by the students. (See Page 243.) Some teacher assigning was done, but most were given the jobs of their choice. Job positions were posted.

After interviews were completed, each student made application for a Social Security Card. (See Page 244.) The applications were actually mailed, and the students received an authentic Social Security Card.

Two days after job positions were posted, production began. Time sheets were completed (See Pages 246-247.) and student (employee) files were set up. The Advertising Department began making all the necessary sign--safety and slogan--that the Yum Yum Bakery would need. On the first day of production, despite the fact that due to a supply shortage we were in operation only one hour and forty-five minutes, the bakery produced 130 popcorn balls to be sold at the basketball game that night. One hundred and seventeen were sold at the game. The money made from the sale was turned in to the school office to cover the cost of supplies. We were off to a successful start!

Adaptation can be made to fit any H.E.-B. & O. or I.A.-B. & O. situation. The projects may vary and, of course, so would the forms and procedures used. However, the basic learnings would have to be covered in class first. That would make any class equally prepared for a project of this type.

Office Procedures

The teacher acts as the Office Manager who supervises the entire office procedure.

1. The employees arrive at the office and sign in. They begin work that was left from the previous day.
2. The File Clerk gathers the materials needed from the file cabinet.
3. The Assistant Office Manager checks roll against the sign-in sheet. (See Page 246.)
4. The Payroll Department collects the time sheets completed the previous day and posts blank ones for the next day. The Department then computes the number of hours worked. (If an employee is late, he is docked a percentage of his pay. If he forgets to sign out twice, on the second offense he is not given credit for that day's work.) An arbitrary

amount of 75¢ Federal, 50¢ State, and 25¢ Social Security is designated for deduction purposes. (Statements are made in duplicate.) After the Payroll Clerk checks the statements for accuracy, he submits one set to the File Clerk who files it in the employee's file. The other set is submitted to the Typists who type the pay checks. (A check stub is also typed and is kept in Payroll's check book.)

Upon receipt of the completed checks, the Payroll Clerk checks for accuracy. On Friday, he distributes them to the employees. (Checks are cashed by the Cashier who has printed the money and made it available. See item 9 in this section.) On Monday the procedure starts again.

5. The Mail Boys and Supply Clerks perform odd chores around the office, including emptying the trash cans.

6. The Accountants keep track of how much money is spent and earned. They also determine whether the company is operating at a profit or loss. This is computed each week. (Lists of supplies purchased and the cost of those supplies are divided between the two classes for the purpose of recordkeeping. Money taken in is handled in the same manner.) Efficiency reports--how much the kitchen produces each day--are kept by the Accountants. (See Pages 248-251.)

7. The Assistant Office Manager attempts to answer any questions that may arise. He assists the Office Manager by allocating work, recommending promotions, and reporting those employees who are not performing well on the job. (See Page 252.)

8. The Secretary and Receptionist sign in at the office and then report to the kitchen. They receive their work from the supervisors in the bakery.

9. The Cashier has printed the money used in the bakery. He is responsible for keeping an accurate record of the amount of cash in his drawer, the total disbursements, and whether that amount matches the amount of the checks. (See Page 253.) If he is short, this amount comes out of his pay. When the money supply gets low, he is responsible for printing more. The money must be signed by the Office Manager and Bakery Chief. He must keep written records of all transactions.

10. The Advertising Department is responsible for making and hanging all necessary signs, safety slogans and promotional posters. The editor, typists, and machine operators are responsible for producing a weekly Employee Newsletter. This includes interviewing employees and customers, publishing profits and losses and efficiency reports. Payroll operates the same way in the advertising section. (See Page 254.)

Overtime is discouraged. Work is done only during office time.

SUPPORTING MATERIALS
FOR
MODEL OFFICE PROJECT

JOB DESCRIPTIONS

OFFICE STAFF

ADVERTISING DEPT.

Editor - $2.00/hr
- Must be dependable
- Will review all work before it leaves the office
- Assigns work loads
- Responsible for getting work out on time

Assistant Editor - $1.90/hr
- Assists the editor in reviewing and proofreading all work

Advertising Manager - $2.00/hr
- Responsible for authorizing advertising projects
- Sets deadlines
- Must like creative projects
- Must be able to work with people

Advertising Clerks - $1.90/hr
- Responsible for Advertising layouts
- Uses different media for advertising
- Meets advertising deadlines set by Manager
- Should like working with art supplies

Typist - $1.80/hr
- Responsible for typing accurately the daily sales memo
- Types other correspondence for the office
- Must be able to type accurately

Machines Operator - $1.70/hr
- Runs duplicating machines for office staff
- Some typing required
- Must be able to work office machines properly and efficiently

File Clerk - $1.60/hr
- Keeps all employee files for the Advertising Department
- Keeps files for Payroll also
- Must be able to file alphabetically

Payroll Clerk - $1.80/hr
- Makes payroll each week for Advertising Department
- Keeps time sheet records
- Makes sure payroll deductions are correct and records these for each employee
- Must be good in math

JOB DESCRIPTIONS

OFFICE STAFF

Secretary - $2.00/hr
to Supervisor of Bakery
Must be able to handle correspondence of supervisor
Must be efficient and trustworthy
Must be accurate typist

Receptionist - $1.90/hr
Be able to effectively greet visitors to the Bakery
Some typing may be required

Assistant Office Manager - $1.90/hr
Assists the office manager in administrative duties
Must be able to work with people

Accountant - $2.00/hr
Keeps bookkeeping records of Bakery
Responsible for workers in accounting department
Must be able to work with numbers

Assistant Accountant - $1.90/hr
Assists accountant with records of Bakery
Must be good in math

Cashier - $1.80/hr
Cashes all payroll checks
Maintains a petty cash record
Must be able to make change correctly
Must be good in math

Typists - $1.80/hr
Responsible for all typing in the office
Must have had a typing course and be able to type accurately

Payroll Clerk - $1.80/hr
Makes payroll each week for office staff and Bakery
Keeps time sheet records
Makes sure payroll deductions are correct and records these for each employee
Must be good in math

Assistant Payroll Clerk - $1.70/hr
Assists the payroll clerk in all of his duties
Must be good with figures

File Clerk - $1.60/hr
Keeps all employee files for the office and Bakery
Keeps files for Payroll also
Must be able to file alphabetically

Mail Boy - $1.50/hr
Mails all packages for office and Bakery

Delivers packages to destination
Delivers any mail received by Bakery and Office

Supply Clerk - $1.50/hr
Responsible to see that the office supplies are well stocked in office. Refills orders for supplies

JOB DESCRIPTIONS

BAKERY

Baker - $2.00/hr
- Preheats oven
- Prepares cooking or baking utensils
- Times product
- Removes product from oven
- Supervises Assistant Baker
- Fills out white sheet & green sheet

Assistant Baker - $1.90/hr
- Inventories supplies daily
- Reorders supplies
- Measures ingredients
- Mixes ingredients

Inspector-Wrapper - $1.80/hr
- Inspects products for quality
- Writes rejection slips - (pink sheet)
- Counts & wraps product
- Includes inspection slip in wrapped product
- Inventories & reorders wrap as needed

Packager - $1.70/hr
- Counts wrapped product
- Packages specified number for delivery
- Inventories packages
- Reorders when needed

Inventory Control - $2.00/hr
- Checks ingredient inventory
- Reorders supplies
- Supplies cook with ingredients
- Supplies wrapper
- Supplies packager

Supervisor - $2.00/hr
- Supervises all employees
- Writes blue slips on employees
- Writes red slips on employees
- Responsible for promotion and demotion
- Fills positions when workers absent

Dishwasher - $1.60/hr
- Removes all food particles from utensils
- Loads & runs dishwasher
- Returns clean utensils to proper place
- Cleans dishwasher

Maintenance - $1.60/hr
- Cleans cabinets & range
- Vacuums carpet
- Washes dish cloths & dish towels
- Replaces dish cloths & dish towels

APPLICATION FOR EMPLOYMENT

Class ____________________

Position Applied For ________________________________

Teacher ____________________

Names ____ Home Telephone __________

Last First Middle

Address ____

Number Street City State Zip

Sex: M _____ F _____ Birth Date: ______________ Age: ____________________

Color of Hair: __________ Eyes: ______________ Height: _______ Weight: _____

IN CASE OF EMERGENCY NOTIFY:

Name ____

Address ____ Phone ____________________

EDUCATION	NAME OF SCHOOL	LOCATION
Grade School		
Junior High School		

Subjects you like ____

Subjects you do not like ____

Hobbies and interests ____

References:

1. Name ____________________ Address ____________________

   Position ____________________ Phone ____________________

2. Name ____________________ Address ____________________

   Position ____________________ Phone ____________________

3. Name ____________________ Address ____________________

   Position ____________________ Phone ____________________

I hereby certify that to the best of my knowledge the above information is correct.

SIGNATURE OF APPLICANT ____________________ DATE ____________________

PERSONAL DATA

Personal

Name

Address

Age

Height

Weight

Health

Skills

Education

Experience

Outside Interests and Hobbies

References

JOB INTERVIEW

Rating Sheet

100 points
possible

Personal Appearance -- (40 points possible)

1. Was the interviewee neat, well groomed, and appropriately dressed? points ______________

Actual Interview -- (50 points possible)

1. Did the interviewee greet the interviewer properly?
2. Was the interviewee well prepared for the interview?
3. Was the interviewee at ease?
4. Was the interviewee courteous? Sincere?
5. Did the interviewee seem interested in making a good impression?
6. Did the interviewee display confidence?
7. Did the interviewee smile?
8. Did the interviewee look the interviewer in the eye?
9. Did the interviewee show enthusiasm about working?
10. Did the interviewee have a knowledge of her qualifications for the job? points______________

After the Interview -- (10 points possible)

1. Did the interviewee display skill in ending the interview?
2. Did the interviewee thank the interviewer for his time and consideration? points______________

Total points______________

APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back.

Print in Black or Dark Blue Ink or Use Typewriter.

1 *Print* FULL NAME YOU WILL USE IN WORK OR BUSINESS *(First Name)* *(Middle Name or Initial – if none, draw line ___)* *(Last Name)*

2 *Print* FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH *(Month)* *(Day)* *(Year)*

3 PLACE OF BIRTH *(City)* *(County if known)* *(State)*

7 YOUR PRESENT AGE *(Age on last birthday)*

4 MOTHER'S FULL NAME AT HER BIRTH *(Her maiden name)*

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME *(Regardless of whether living or dead)*

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ *(If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)*

11 YOUR MAILING ADDRESS *(Number and Street, Apt. No., P.O. Box, or Rural Route)* *(City)* *(State)* *(Zip Code)*

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 *Sign* YOUR NAME HERE *(Do Not Print)*

TREASURY DEPARTMENT Internal Revenue Service

FORM SS-5 ('69)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

HAVE YOU COMPLETED ALL 14 ITEMS?

BUSINESS
FORMS

GILMORE. CURR. DEVE. CNTR. UK 1128-2 8/0

DAILY TIME SHEET

EMPLOYEE	TIME IN	TIME OUT	HOURS WORKED

TOTAL HOURS WORKED

	WEEK				
EMPLOYEE	1	2	3	4	5

PURCHASE ORDER

KITCHEN # ________

Company ______________________________

Address ______________________________

Quantity	Item	Unit Price	Total

TOTAL

Person Requesting ______________________

Approved ____________________________

PURCHASES

DATE	TRANSACTIONS	AMOUNT

CASH RECEIPTS

Date	Transactions	Amount

INVENTORY SHEET

NAME	DATE	AMOUNT ON HAND

______________________ has been ______________________
Employee warned commended

about his/her performance in the Yum Yum Bakery office.

____
Office Manager

- -

______________________has been ______________________
demoted, promoted, warned, commended

at Yum Yum Bakery on ______________________.
Date

____
Supervisors Signature

- -

______________________ requests a transfer to ____________

if and when an opening occurs.

____
Signed

- -

NO

Notice

EFFECTIVE ____________
Date

________________ employement with the employee

Yum Yum Bakery has been terminated

____
Office Manager

BALANCE SHEET

Date	Cash on Hand	Disbursements	Balance

YUM YUM BAKERY EMPLOYEE

NEWSLETTER

BY:

Rhonda Mays
Selina Dodson
Shirely Ferguson
Diana Watson
Kathy Brown

Certificate of Achievement

In Career Education

Recognition is hereby given to

For satisfactorily completing a program
in exploring careers in
Business and Office Education

Awarded this *day of* 19